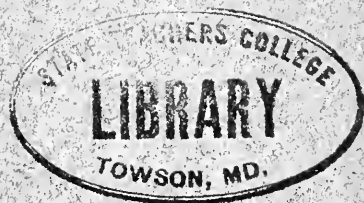


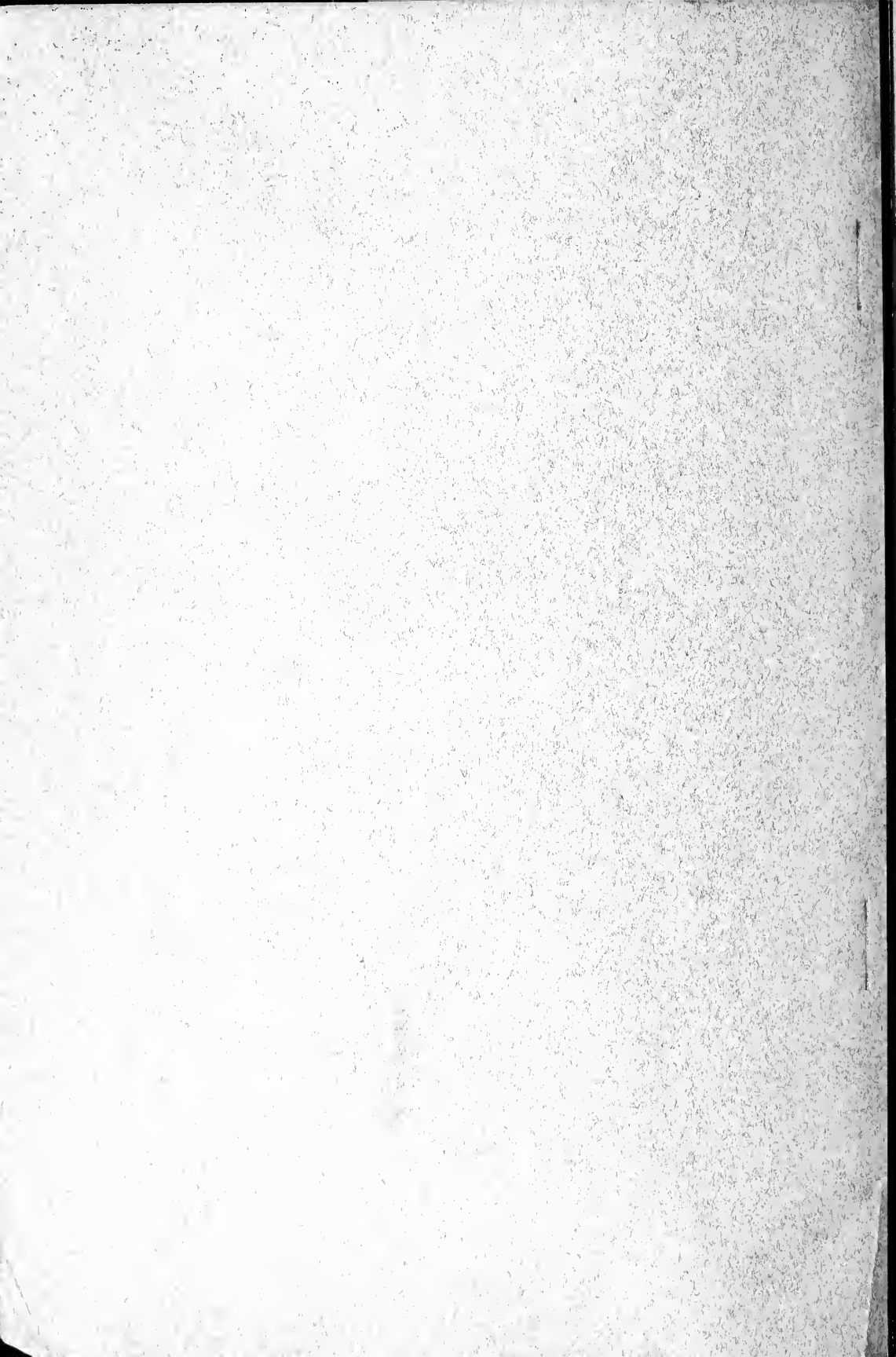
**FIFTY-SIXTH
ANNUAL MEETING
OF THE
Maryland State Teachers'
Association**

BALTIMORE, MARYLAND

November 30 and December 1, 1923

**EDWARD F. WEBB, President
HUGH W. CALDWELL, Secretary**





FIFTY-SIXTH

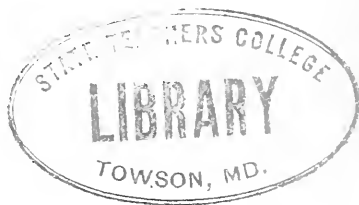
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Maryland State Teachers'
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EDWARD F. WEBB, President

HUGH W. CALDWELL, Secretary



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MARYLAND STATE TEACHERS' ASSOCIATION

OFFICERS FOR 1923

President.....	Edward F. Webb Superintendent of Schools, Cumberland
First Vice-President.....	Dr. Norman W. Cameron Director of the Training of Teachers, Baltimore City
Second Vice-President.....	Miss Mary O. Ebaugh Catonsville
Treasurer.....	Dr. R. Berryman 4224 Euclid Avenue, Baltimore
Secretary.....	Hugh W. Caldwell Superintendent of Schools, Elkton

EXECUTIVE COMMITTEE

Superintendent Edward F. Webb, President
Dr. Norman W. Cameron, Vice-President
E. Clarke Fontaine, Pocomoke City, 1920—1923
Roger X. Day, Brunswick, 1921—1924
George M. Gaither, Baltimore, 1922—1925

STANDING COMMITTEES

Committee on Legislation—

Superintendent George W. Joy, Leonardtown, Maryland
William L. Sperry, Cumberland, Maryland
W. K. Klingaman, Frederick, Maryland
Mrs. Grace L. Ryan, Kensington, Maryland
Addison E. Mullikin, Baltimore, Maryland

Committee on Educational Progress—

Miss Florence R. Bonn, Baltimore, Maryland
Superintendent C. Milton Wright, Bel Air, Maryland
Miss Eleanor L. Smith, Rockville, Maryland

Committee on Resolutions—

Dr. Ernest J. Becker, Baltimore, Maryland
Professor Sydney S. Handy, Annapolis, Maryland
Miss Gertrude Morgan, Westminster, Maryland

AUDITING COMMITTEE

William R. Flowers, Baltimore, Maryland
Miss Ellen M. Logan, Pikesville, Maryland
Miss Katherine M. Bratton, Elkton, Maryland

CREDENTIALS COMMITTEE

Superintendent G. Lloyd Palmer
Gilbert C. Cooling
Guy Johnson

(The Credentials Committee will meet in the Auditorium of the Western High School, Saturday, December 1, at 8:00 A. M., to pass upon credentials of Delegates to the Representative Assembly.)

MARYLAND STATE TEACHERS' ASSOCIATION
REGISTRATION AND INFORMATION BUREAU
MONTEBELLO SCHOOL
Harford Road and Thirty-second Street
WESTERN HIGH SCHOOL
McCulloh Street and Lafayette Avenue

DEPARTMENT OR AFFILIATED ASSOCIATIONS

Secondary Education—

Walter H. Davis, Chairman, Havre de Grace
Miss Mary O. Ebaugh, Secretary, Catonsville

Grammar—

Miss Eleanor L. Smith, Chairman, Rockville
Miss Ruth Burroughs, Secretary, Sandy Springs

Primary—

Miss Huldah Brust, Chairman, Frederick
Miss Clarice Evans, Secretary, Baltimore

Music—

Thomas L. Gibson, Chairman, Baltimore
Miss Emma Weyforth, Secretary, Catonsville

Agriculture—

H. R. Shoemaker, Chairman, Middletown
Earl C. Baity, Secretary, Street

Classical—

Miss Alice F. Braunlich, Chairman, Baltimore
Miss Hattie J. Adams, Secretary, Baltimore

Vocational Education—

George M. Gaither, Chairman, Baltimore

Home Economics—

Miss Frances Zuill, Chairman, Baltimore

Industrial—

Emory C. Ebaugh, Chairman, Westminster

Kindergarten—

Miss Winifred Weldin, Chairman, Baltimore

Commercial—

Miss Bessie A. German, Chairman, Baltimore

College—

Dr. Clarence P. Gould, Chairman, Washington College,
Chestertown

FIFTY-SIXTH ANNUAL MEETING OF THE

Physical Education—

Dr. William Burdick, Chairman, Baltimore

Library—

Mrs. M. A. Newell, Secretary, Baltimore

History—

Philip Dougherty, Chairman, Baltimore

COMMITTEE ON ACCOMMODATIONS

Dr. Norman W. Cameron, Chairman, Teachers Training
School, Baltimore

Miss Ida V. Flowers

Miss Naomi Duff


John Coulbourne

Miss Mary Logue

(Teachers desiring help in securing rooms and board may communicate with the Chairman of the above committee. Lunch will be served to members of the Association at small cost in the lunch room of the Montebello School on Friday at noon.)



WALTER H. DAVIS
President-Elect



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FIFTY-SIXTH ANNUAL MEETING
THE MARYLAND STATE TEACHERS' ASSOCIATION
BALTIMORE, MARYLAND
November 30 and December 1, 1923

FIRST GENERAL MEETING

Friday, November 30, 1923

The fifty-sixth annual meeting of the Maryland State Teachers' Association was called to order by the President, Superintendent Edward F. Webb, in the Auditorium of the Montebello School, Harford Road at Thirty-second Street, Baltimore, Friday morning, November 30, at ten o'clock. The program rendered at this opening session is given below.

Singing....."Maryland, My Maryland" and "America, the Beautiful"

Under the leadership of Thomas L. Gibson, State Supervisor of Public School Music

Invocation.....Reverend J. Martin Gillum

Address of Welcome.....William G. Towers
Vice-President of the Baltimore City Council

Response.....Walter H. Davis
Principal of the Havre de Grace High School

Singing, "Sing a Ling, a Ling" and "Old Black Joe," Led by Mr. Gibson

Address, "What is Freedom".....Dr. Robert MacGowan

Pastor of the Bellfield Presbyterian Church, Pittsburgh, Pa.

The first session adjourned at noon to meet again at the Western High School Building, Carrollton and Lafayette Avenues, at 8:15 in the evening.

SECOND GENERAL MEETING

Friday, November 30, 1923

The second general meeting of the Maryland State Teachers' Association convened Friday evening, November 30, 1923, at 8:15 o'clock, with President Webb presiding. The following program was given:

Concert by "Baltimore High Schools' Orchestra" under the direction of Mr. John Denues, from 7:30 to 8:15 P. M.

Music, Singing by group of pupils from Catonsville High School under the direction of Miss Emma E. Weyforth.

Address.....Mr. Ralph Bingham
Social Hour

This session adjourned at 10 o'clock. During the social hour refreshments were served under the direction of the Home Economics Department of the Baltimore City Public Schools.

THIRD GENERAL MEETING

Saturday, December 1, 1923

The third general meeting of the Maryland State Teachers' Association consisting of the representative assembly of the Association, opened at 9:30 o'clock Saturday morning, December 1, 1923.

Reports of the committees listed below were read:

Executive Committee.....Superintendent Webb
 Committee on Legislation.....Superintendent George W. Joy
 Committee on Education Progress.....Miss Florence Bonn
 Committee on Resolutions.....Dr. Ernest J. Becker
 Special Committee on the death of Dr. M. Bates Stephens

.....Superintendent Joy
 The Secretary's Report.....Hugh W. Caldwell
 The Treasurer's Report.....Dr. R. Berryman

The following officers were elected for the coming year:

President—Walter H. Davis, Principal, Havre de Grace High School, Havre de Grace, Maryland.

First Vice-President—Edward F. Webb, Superintendent of Schools, Cumberland, Maryland. (ex-officio).

Second Vice-President—E. H. Norman, President of the Baltimore City Business College, Baltimore, Maryland.

Treasurer—Dr. Rozelle Berryman, Principal of Junior High School, No. 78, Harlem Avenue and Monroe Street, Baltimore, Maryland.

Secretary—Hugh W. Caldwell, Superintendent of Schools, Elkton Maryland.

E. Clarke Fontaine, District Supervisor of High Schools, Pocomoke City, Maryland, was re-elected a member of the executive committee for a term of three years, 1923—1925.

The business session adjourned at eleven o'clock. The program below was then rendered.

Music.....Violin Solo by Master Bernard Greengold, of the Annapolis Elementary Schools

Accompanist, Miss Edna M. McEachern, Head of Music Department of the State Normal School at Towson.

Address.....Dr. S. Parks Cadman
 Adjournment.

Signed)

HUGH W. CALDWELL,

Secretary

THE FIRST GENERAL MEETING

The fifty-sixth annual meeting of the Maryland State Teachers' Association was called to order by the President, Superintendent Edward F. Webb, of Cumberland, Maryland, in the auditorium of the new Montebello School, Harford Road at Thirty-second Street, Baltimore, Friday morning, November 30, at 10 o'clock.

Mr. Webb expressed pleasure at the number of teachers who were present, because of the inclement weather and for the fact that this school was not near the center of the city. He also stated that Dr. Cameron had asked him to say that this Montebello School is the new practice school for the students of the Baltimore City Teachers' Training School, and that the members of the Association were invited to inspect the building at any time during the day.

Mr. Webb then announced that this first session of the Association would be opened with the singing of "Maryland, My Maryland" under the leadership of Mr. Thomas L. Gibson, State Supervisor of Public School Music, with Miss Ethel G. McNutt, Teacher of Music in the Frederick High School, at the piano, and accompanied on the cornet by Mr. Charles C. T. Stull, of Thurmont, Maryland. "America, the Beautiful" was also sung by the assembly under Mr. Gibson's direction.

MR. WEBB: Let us all stand while Dr. Gillum asks the invocation.

DR. GILLUM: Oh God, our Heavenly Father, we thank Thee for the privilege of coming together in this capacity this morning. It is fitting at the beginning of the exercises of this day that we pause for a moment and look up into Thy face and continue our praise and thanksgiving for what Thou hast been to us in the past and what Thou art this morning. We bless Thee, we worship Thee, we adore Thee, Thou Lamb of God. We humbly beseech Thee to grant us Thy Presence this morning, so that we may begin the day's exercises in the Spirit of our Master. Cleanse our hearts by the inspiration of Thy Holy Spirit, so that we may live purely and think clearly upon all the problems of human life, that we may go out into the world and think Thy thoughts after Thee.

We thank Thee, our Heavenly Father, for the fellowship of the school teacher. We pray Thy special blessing this morning upon these of our own State, and as they go out from this place to impart instruction to our youth, go Thou with them and help them to put themselves into their work with a devotion that will guarantee the highest good to all, for, what they shall communicate to our children today will be the strength of our civilization tomorrow.

We pray Thy blessing upon the exercises of the day, and upon all who shall participate therein. Bless the members of this Association, and may they get such inspiration out of this gathering today and tomorrow that will send them back to their duties the better prepared for their task. Hear us in this our prayer. Pardon us of all our sins. Guide us throughout all the days we shall live in the world and save us at last through Jesus Christ our Lord. Amen.

PRESIDENT WEBB: In the olden days when a city was surrounded by walls, it was the custom when a guest of honor was arriving, for an official of the city to present to the visitor the city's keys. Today, the same idea is carried out by having some official of the city greet us, and it is with pleasure that I present to you, Mr. William G.

Towers, Vice-President of the Second Branch of the City Council, who will welcome us to Baltimore.

MR. TOWERS: Mr. President, Members of the State Teachers' Association: I am here this morning because Howard Bryant went on a gunning trip and he could not get back in time to be here. Those of you who have heard Mr. Bryant speak, would enjoy hearing him much more than me. However, my friends, I am here to extend to you a welcome from the City of Baltimore. It is rather rough weather, and I do not suppose that you will have much time to explore the city, but we welcome you; in other words, we give you the key of the city, make yourselves at home, and I hope you will enjoy every minute while you are here.

We have in Baltimore today a wonderful city, one that is growing rapidly, and I feel that the teachers, whether they live in Baltimore City, or Allegany County, or on the Eastern Shore, should have an interest in this city of ours, because we must necessarily have an intercourse in our dealings, and what is for the good of the people of Baltimore City is for the good of the people who live in the counties. The Mayor of Baltimore and the majority of his assistants were all country boys, so Baltimore is practically under the control of boys who were raised in the country.

I say again that we have a wonderful city here. We have developed a great sewer system in the last few years, a system that is second to none in the United States. Our water system is such that we have sufficient water for our city for the next twenty-five years. We have a wonderful harbor, in fact the best natural harbor in the world, and we are improving it and will continue to improve it during the years to come. I want to say that the present administration has at heart the interests of the schools and we have done considerable in the last few years for the schools. We have spent since 1920, eight million dollars for building and repairing schools, and have at hand fifteen millions more to spend on the schools. Our teachers' salaries have also been raised, and we have endeavored all the time to keep the tax rate in view. If taxes are increased too much, there will be dissatisfaction. If teachers' salaries are not increased, there will also be dissatisfaction, but probably not as much as there would be if the tax rate were raised. Notwithstanding the fact that we have kept our tax rate down, we have increased the teachers' salaries. The schools are in better condition today that they have ever been, and it is the policy of the present administration to continue to improve this condition. We have spent all the money that we can for schools with the present tax rate, because we believe it is upon the teachers of today and the schools of today that the responsibility rests for the education and instruction of the men and women of the next generation. So there is a great responsibility on the teachers; and a great responsibility on the government that they should see that we have com-

petent teachers who are well paid, so that the next generation will be that much better by reason of having our schools.

Now, my friends, it is pretty hard to talk to school teachers, which I found out when I was a boy, and I have a much greater respect for them now than I had then. I am going to say just this in conclusion. We welcome you to our City, we wish you the greatest success, and we hope that the government of the State and of the City may be able to increase your salaries every year. I thank you.

PRESIDENT WEBB: Early in the fall we wrote to Governor Ritchie asking him to extend greetings to the teachers at this time. He partially promised that he would do so, but could not say positively at that time. Last week he sent word saying that he was arranging to postpone his vacation so that he might be here this morning. The day before yesterday, he wrote me again saying that owing to the press of engagements with those people who are trying to get money out of the Treasury, it would be impossible for him to be here today, but he would esteem it a pleasure for me to express his greetings and good wishes not only for the teachers but for the educational system of Maryland. Governor Ritchie, during his administration, has done practically everything within his power to increase the efficiency of and to encourage the improvement of the public schools, and I, myself, personally, regret very much that he could not be here this morning and greet us in person.

We have had as a member of this Association for a number of years a gentleman who has taken a most active part,—a gentleman who has never failed when called upon to perform a duty in connection with the Association. It is a very great pleasure to me this morning to introduce to you, Mr. Walter H. Davis, Principal of the Havre de Grace High School, who will respond to the address of welcome.

MR. DAVIS: Mr. President and members of the State Teachers' Association: One who prepares to make a response in an address of welcome is apt to find himself in the position of the teacher who prepares to whip a boy and finds that the boy has used his knife to notch the switch. Those to whom one expects to respond are not always the ones to whom the response must be made. I wish the gentleman who has delivered the cordial address of welcome to consider that I have said to him all the nice things that I had prepared to say to the absentees.

We are happy to be members of the Teachers' Association in this State which ranks among the leaders of these United States in progress made in education during the past three years, and we consider it a privilege to meet in this modern school in the city that has contributed so greatly to raise the rating of the school system of the State.

It is proper to express recognition of the constructive school legislation enacted during the first administration of Governor Ritchie, and we are confident that the close of his second term will show that

efficient administration of the schools in accordance with this legislation has resulted in progress even greater than that of the past three years.

There are certain conditions in Maryland, which, it seems to me, warrant the expectation and belief that school progress will continue. Maryland possesses a school code which provides a school system possible of great efficiency. The spirit of efficiency, the determination to lessen the difference between the dollar expended and the value of the product, this spirit, which is so manifest in the State Department and among County Superintendents of Education, is not lacking, as a rule, among principals and teachers. There is greater recognition, on the part of Boards of County and School Commissioners and on the part of the people in general, that niggardliness toward education is false economy. Maryland is hesitant to adopt new ideas in education whose worth has not been demonstrated in practice or can not be proved in theory, and yet is very vigilant in its watch for practices elsewhere found good. There is diligent search for defects in organization, administration, and methods, and an equally earnest effort to find and apply remedies for the defects discovered.

Progress is still further assured by the increasing number of qualified teachers, by the improvement of instruction through supervision, and by the emphasis placed upon this self-evident fact, that the greatest possession of the parent and the State, the object for which schools and teachers and texts exist, is the child. A further guarantee of continued progress is found in the facts that baneful political influence in the schools of Maryland is being reduced to a minimum and that Maryland's school officials are appointed, and hence depend for their tenure of office upon the quality of service rendered and not, as in many states, upon the strength of the political party upon whose ticket their names appear.

Immediately following the response by Mr. Davis, the members of the Association present were requested to be pupils of a music class under the direction of Mr. Gibson. Mr. Gibson proceeded to teach the assembly to sing "Sing a Ling, Ling" and "Old Black Joe," with Miss Ethel G. McNutt, teacher of music in the Frederick High School, at the piano, accompanied by Mr. Charles C. T. Stull, of the Thurmont High School, on the cornet.

Inasmuch as the present constitution of the Maryland State Teachers' Association does not give to the State Superintendent of Schools the right to vote, it was suggested that Section 1 of Article V, entitled "Representative Assembly" be amended so that the said State Superintendent of Schools may have at least an opportunity to express himself by means of a vote such as the teacher may have. The law says that an amendment to the Constitution must be read at a meeting of the Association one day before it is to be voted upon. Therefore, President Webb read the following section of the Constitution:

ARTICLE V

Representative Assembly

Section 1. At each annual meeting of the Association there shall be a Representative Assembly, which shall consist of the delegates of the local associations properly elected and accredited as herein mentioned, along with the State Superintendent and the Superintendents of each County and of the City of Baltimore, or their properly accredited representatives, and the presidents of all local associations, and affiliated associations, that are now authorized, or may be so authorized by the general association. In case any delegate is not present at the meeting the alternate chosen in his or her place shall exercise all rights and privileges of the said absent delegates. In the absence of both a delegate and his alternate the president of the local association, and in his absence the superintendent, shall appoint a member of his local association as a sub-alternate who shall exercise all the rights and privileges of said absent delegate and alternate.

NOTE: The amended words are underlined in the above section.

PRESIDENT WEBB: This morning we have the opportunity of listening to one of the greatest lecturers of present-day America. I have the very great pleasure to present to you Dr. Robert MacGowan, Pastor of the Bellfield Presbyterian Church, of Pittsburgh, Pennsylvania, who is going to talk to us on "What is Freedom?"

Dr. MacGowan talked most inspiringly on the subject of freedom, an abstract of which is given below.

In America, the thing that matters most is not land and landlords, but men and women, boys and girls; a human atmosphere prevails, the reason for which we find in the first three words of our Constitution, "We, the people." In no other country in the world is found the human atmosphere that prevails in our United States of America. In the Old World, only the privileged few say "We, the people," but when all the nations say them, we shall have the United States of the World.

We say our Constitution gives us independence—freedom, but there is a great difference of opinion concerning what this Freedom is. One of the most important needs of our country today is that the children be taught the proper meaning and use of the freedom with which they are endowed. Emma Goldman, who has returned to Europe for an enforced vacation, says we should have no interference by law or law courts; however, we can not look for a social Paradise, and so long as men are men and women are women, there must be law and some one to enforce that law—wise, spiritual leaders, in a wise, sane law. The world today has great need of wise and sane laws and for governments that can enforce these laws, but there is also the danger of having too much law. There will be an ideal relationship only when nations learn to sit down as brothers and sisters of a great big com-

mon family of which we all form a part, to map out the policies of the new age that lies before us.

You are the government, you shall enforce. The best thing God gave you is yourself! Where is music? In your mind, which has power to make and enjoy it. Where is happiness? In you, like a well of water, only the great mass has not the spring of joy in their hearts, and we are getting to depend on things outside of us for our beauty and happiness; remember the power that is in you! To be most happy you must make the very most of yourself.

The doctrine of hard work—that is Americanism—which calls for the pursuit of happiness, not merely its enjoyment, and our government, we must create conditions of happiness, for which we must, through the schools, create readers, not rulers.

Our Constitution permits us liberty, not license; personal freedom, the living of our own lives and our own ideas but only so far as this is in keeping with the rights and privileges of our fellow-men. The man who boasts of his freedom, says "I will do as I please", but if he tries it he will take his soul to Hell, and take America there, too. The flowers, the stars, the animals, the rivers, all are obeying the laws of nature; you also, are a part of nature, and you, too, must obey her laws. Shall we plead for Freedom? Even Jesus Himself said: "I must do the will of Him that sent Me."

We have proved that it is possible to give people liberty, to satisfy the cravings for liberty, without giving them the license that is found in Russia at this moment. We are a republic, and yet we are a democracy within a republic.

Five things that will insure political liberty are:

1. The decentralization of authority.
2. The appointing of representatives who truly represent the people in the legislatures.
3. The establishing of law courts where justice is equally distributed between man and man.
4. The establishing of public schools where the children shall be taught to think for themselves. Every man shall be the self-determinating possessor of the principles and ideals by which he shall relate himself to his community, his environment, and his own soul.
5. To see that the civil authority is ever supreme over the military.

The statistics of one certain insane asylum, typical only of all others, show that many inmates are there because of the fact that they are victims of the drink or cigarette habit, while seventy-five per cent are victims of the unmentionable disease. These have said: "I'll do what I like—I am free."

Our schools must teach, and our citizens must live, the principle, "I'll do what I ought to," and the biggest thing to do is to teach respect for the law. Our flag is concerned not so much about its red,

and its blue, as about its white, the purity of a nation, and we must be a nation whose blood is clean. Spiritual and material progress must go hand in hand.

Dr. MacGowan concluded with a reference to the devotion of the natives of Samoa to Robert Louis Stevenson, who built "The Road of the Loving Heart" from his beloved home up to the summit of the mountain where he wished to be buried.

The meeting adjourned at noon, to meet again at the Western High School that evening at 8:15 o'clock.

THE SECOND GENERAL MEETING

The second general session of the Maryland State Teachers' Association convened in the auditorium of the Western High School, Friday evening, November 30, 1923, at 8:15 o'clock.

Prior to the opening of this second general session, and commencing at 7:30 o'clock, the members present at that hour were most enjoyably entertained by the following program rendered by the Baltimore High Schools' Orchestra under the direction of Mr. John Denues, Supervisor of Music in Baltimore City:

March "On Jersey Shore".....	Pryor
"Valse Bleue"	Margis
Overture "Calif of Bagdad".....	Boieldieu
March "Social Life".....	Boehme

The pupils of the Catonsville High School, under the direction of Miss Emma E. Weyforth, teacher of music in that school, delighted the audience with several vocal selections.

In making up the programs for the general meetings this year, it was decided to have them more in the order of an entertainment than had heretofore been done. In accordance with this idea, Mr. Ralph Bingham, a professional entertainer, was secured to provide the evening's amusement.

Mr. Bingham was most appropriately introduced by Mr. Strickland Gillilan, of Baltimore.

After keeping the audience in an uproar for nearly two hours with his humorous stories and anecdotes, sketches in dialect, musical, and otherwise, Mr. Bingham made an appeal for the best there is in the way of humorous entertainments. Using his own program of the evening as an example, Mr. Bingham illustrated that it was possible for a humorist to give an entertainment without bordering on the vulgarity for his popularity, which so many entertainers think necessary to amuse their audiences.

President Webb then announced that the meeting was adjourned, and that refreshments would be served on the second floor.

THIRD GENERAL SESSION

Saturday, December 1, 1923

The third general session of the Maryland State Teachers' Association, consisting of the second meeting of the Representative Assembly of the Association came to order at 9:30, Saturday morning, December 1, 1923, with President Webb in the chair.

The following telegrams were read by Secretary Caldwell:

President, Maryland State Teachers' Association,
c/o Superintendent of Schools, Baltimore, Maryland.

The National Education Association extends cordial greetings to the officers and members of the Maryland State Teachers' Association and wishes to express high appreciation for the support and co-operation of your Association in the promotion of the national program. The organized effort throughout the country to reduce school privileges and costs makes it necessary for a solidified profession and for increased growth and power in both the State and National Association. May we not count on a complete enlistment of the profession in your state? Permit us to renew the pledge of help of the National Association in the solution of your problems.

(Signed)

OLIVE M. JONES,

President, National Education Association.

Edward F. Webb,
President, State Teachers' Association,
Baltimore, Maryland.

Please bring to attention of Convention cordial invitation to hold next meeting at Frederick, Maryland. New million dollar hotel provides splendid accommodations. Historic associations and beautiful scenery provide unusual attractions. Every effort will be made to insure comfort and pleasure.

(Signed)

W. U. GAVER, Secretary,
Frederick Chamber of Commerce.

The Secretary also read the letter given below from the Board of Trade of Ocean City, Maryland.

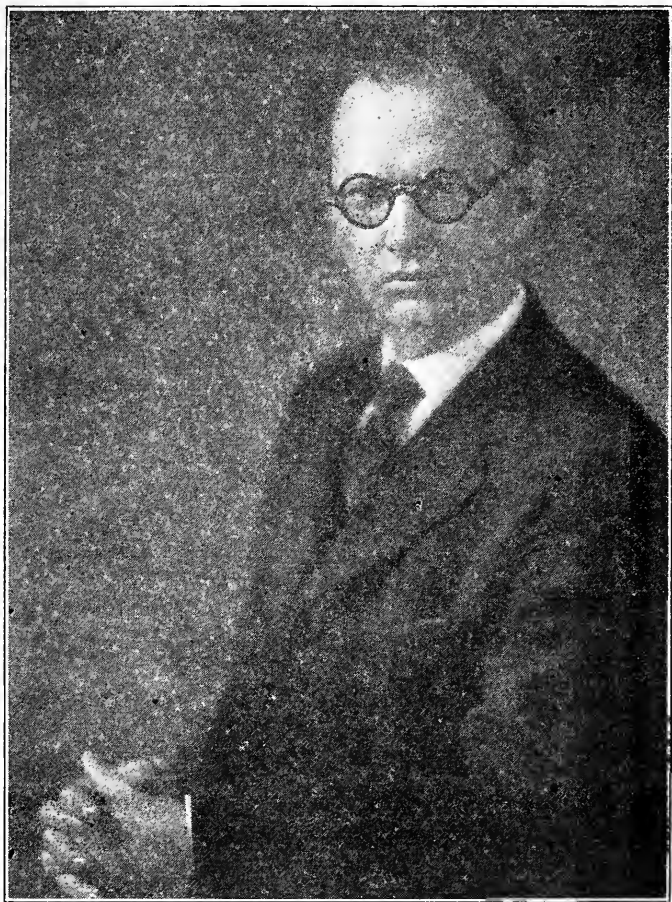
November 24, 1923.

Mr. Hugh W. Caldwell, Secretary,
State Teachers' Association,
Elkton, Maryland.

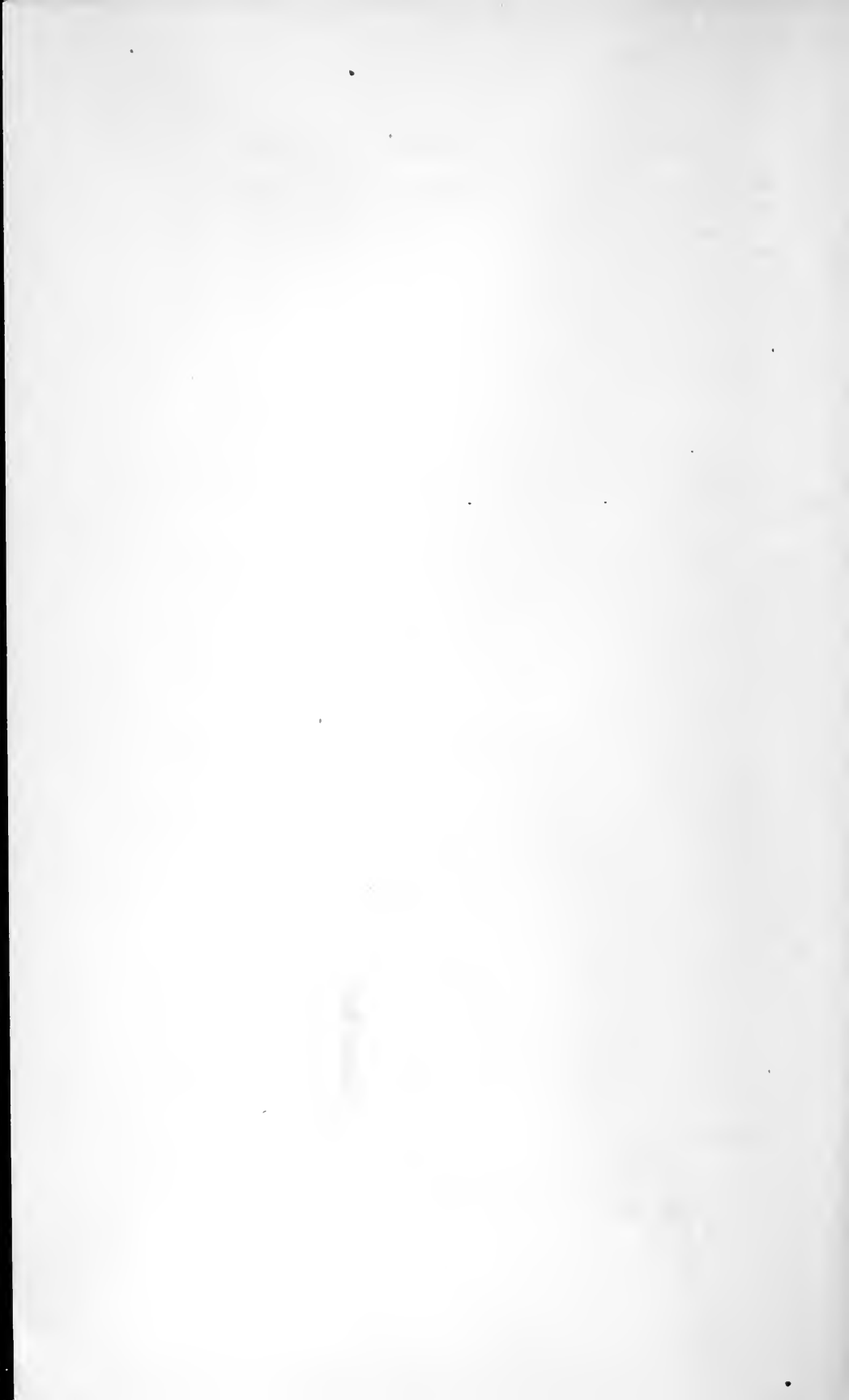
Dear Mr. Caldwell:

We invited the State Teachers' Association, through Dr. Norman W. Cameron, last year, to hold their Convention this year in Ocean City. It seems, however, that they decided to meet in Baltimore again during the Thanksgiving Holidays.

We are very anxious to have the Convention held at Ocean City next year and for the Colonial Hotel to be selected as their headquarters. We have written Dr. Cameron, also Dr. Webb, the Presi-



EDWARD F. WEBB
President



dent of the Association, asking that they present our invitation again this year and to urge, if possible, that the Association meet at Ocean City. As you know, the Association formerly met at Ocean City the latter part of June, and we should be very glad to entertain them at that time next year. We assure you, if they decide to make the Colonial Hotel their headquarters, we shall do all in our power to make their stay pleasant and comfortable.

We will thank you to let us hear from you as to what has been decided upon at the next meeting.

Very truly yours,

(Signed)

C. O. & N. C. D. CARTER.

It was moved and seconded that these two latter communications, i. e., the invitations from Frederick and Ocean City, be referred to the incoming Executive Committee. This motion was passed unanimously and so ordered.

PRESIDENT WEBB: Before asking the Secretary to read the names of the members of the standing committees appointed for next year, I wish to call the attention of this organization to some outstanding points in the constitution of this Association. From time to time it has been said that this organization has been run by certain groups. In discussing this matter yesterday with one of the prominent members of the Association, I found that this person had never read the constitution.

This constitution was adopted three or four years ago for the purpose of placing the control of the Association in the hands of the teachers of the State. Up to the adoption of this constitution, the locality in which the Association met invariably controlled the proceedings of the convention by their vote. Whether the Association met at Ocean City or Frederick, usually the superintendent of the county was the dominating spirit, because the vote then was not limited, each member of the Association having a vote in all of the proceedings. Under the new constitution there can be only a limited number of votes from each county. There are about six or seven teachers elected as delegates to the State Association from each county, and each superintendent has one vote. I would like those who are interested in the welfare of the Association to realize the facts in the case and to further realize that it is no longer possible for one locality or another to control the organization, since about five-sixths of the votes of the convention certainly should be able to control it.

Secretary Caldwell then announced the following standing committees for the coming year:

Auditing Committee:

Mr. William J. Holloway, Baltimore City.

Mr. George W. Ebaugh, Baltimore City.

Mr. Arthur C. Crommer, Towson, Maryland.

24 FIFTY-SIXTH ANNUAL MEETING OF THE

Committee on Legislation:

Mr. William K. Klingaman, Frederick, Maryland.
Mrs. Grace L. Ryan, Kensington, Maryland.
Mrs. Helene A. B. Lee, Bel Air, Maryland.
Mrs. William F. Rogers, Baltimore City.
Miss Mary C. Ott, Frederick, Maryland.

Committee on Educational Progress:

Dr. Florence E. Bamberger, Johns Hopkins University,
Baltimore, Maryland.
Dean W. S. Small, University of Maryland, College Park,
Maryland.
Principal John L. Dunkle, Frostburg Normal School, Frost-
burg, Maryland.

Committee on Resolutions:

Miss Helen Johnson, Teachers' Training School, Baltimore
City.
Mr. James M. Bennett, Salisbury, Maryland.
Mr. Mark Creasy, Chestertown, Maryland.

The reports of the various committees were read as follows:

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS —Miss Florence Bonn

(Sufficient copies of this report had been mimeographed to supply each member with a copy.)

We are generally too sure that our civilization will continue, and are able to forget that progress has not been the rule, but that stagnation and decay have obtained. As we look back to the distant past we read the story of nations which at their height seemed to have reached the pinnacle of civilization, and to have everything in favor of their perpetuation, and whose social development seemed strong enough to envelop the world. The other part of this story is dark. Babylon, Assyria, Greece, Rome, etc., fell and China with a magnificent start stagnated. What has happened in the development of nations may happen again.

As we contrast that dark picture with what we believe is our apparent bright one, what ray of light comes to us? Is it not that their ideals, their philosophy and practice, failed at the crucial periods, while we have what seems to be a truer ideal on which to base our practice. We believe that modern educational leaders will by the power of the newer and higher ideals lead the nations to an advanced civilization in its highest and best sense. Indeed, as someone has said; Anglo-Saxon genius is challenged to provide for progress and to avoid narrowness and rigidity. We believe it will meet this challenge

squarely and successfully. America as one of the great peoples concerned in this challenge seems to be on the way to the accomplishment of this great purpose. The fundamental principle of national education in America grows out of the American Democratic spirit, and has as its goal equality of opportunity, which rests upon the belief that each individual is a personality and must be developed as such. She looks upon the school as the chief stronghold, and as the last hope of Democracy. The American people look toward the school with faith and hope, and we see everywhere increased interest in education.

Evidence of this interest is the increased amount of money spent upon education, particularly, provision for modern buildings and equipment. We see people voting somewhat generously for increased school support, not only for free primary and secondary schools, but taxing themselves extensively for free university education. This, plus the fact that large sums of money are given for the endowment of public and private educational institutions manifests a belief on the part of the people in the work of the schools.

While there seems to be an awakening in the direction of school support, the people as a whole are scarcely awake to the necessity for increasingly larger sums of money which will be needed for the development of our educational policies.

Herbert Hoover has expressed himself strongly on the stinginess of our expenditures for education and has called for an expression of our daily obligation to the devoted, able men and women who carry on the work.

Appropos of Mr. Hoover's expression we recall this foreign criticism of America's attitude toward financing her schools: "America is the only country which places the education of its children in the hands of the lowest bidder."

The people of our country, however, have never failed to give their best and their all when their sense of realization of the needs of the hour demanded that they do so. Therefore, the most pressing need is to bring the knowledge of the whole educational situation to all the people, that is, to acquaint the people with the ideals of democracy and the new educational theories and practices necessary to develop and keep alive democratic ideals on which our educational system is based. A number of means are being used to accomplish this purpose. Among these are the following:

Educational Departments in newspapers, educational rallies, lectures, observance of educational days and weeks such as was so helpfully celebrated in Baltimore recently, educational bulletins, such as the Baltimore School Bulletin and Maryland School Bulletin which has received such genuine praise both inside and outside of the city, and last but not least, radio. Dr. Tigert, U. S. Commissioner of Education believes that the hope of reaching and impressing the minds of the people from an educational standpoint lies in the use of radio. He has, therefore, asked that powerful radio stations be consigned to the

use of the Bureau of Education, so that they may continually broadcast the story of educational development. This continual suggestion kept before the people will bear the desired fruit and make the people eager to turn the great resources of the United States toward the support of education in all of its phases.

Significant Movements Toward Progress in Education

I. Administration

Along the line of administration of the school we find the most significant movement is that of the advocacy of fiscal independence, of the Schoolboard, and the reasons given for this are:

- "1. Fiscal independence for the City Schools is a right principle.
2. Works better in practice.
3. Works for continuity of educational policy.
4. Provides adequate financial safeguard for community schools.
5. Tends to keep politics out of the schools."

II. Research Bureaus

Reports show that ten years ago there were no such bureaus while now our Boards of Education are establishing such bureaus because they must be supplied with accurate and ample statistical as well as other information regarding the administration of the schools committed to their care. Just as no business can be managed without accurate and ample information, so no school system can be scientifically conducted unless the Board of Education be supplied with accurate facts regarding the schools which they administer.

Eighty city school systems report well established Research Bureaus, one-third of which have been established in the last year and many new one have come into existence which have not yet been reported to the Bureau of Education, Among the cities reporting that they have Research Bureaus are:

Baltimore, Md.	Seattle, Wash.
Cleveland, Ohio	Newark, N. J.
Cincinnati, Ohio	Indianapolis, Ind.
New York City	Des Moines, Ia.
Philadelphia, Pa.	Boston, Mass.
Minneapolis, Minn.	St. Louis, Mo., 1921
Pittsburgh, Pa., 1918	Oakland, Cal., 1917
Rochester, N. Y., 1915	Los Angeles, Cal.
Trenton, N. J., 1921	

III. Teachers' Salaries

Reports show that at present the salaries of teachers have been brought up to about the purchasing power of the salaries of 1913 in many cities. Therefore, we see that notwithstanding the gross increase in the teacher's pay at the present time, there has not been an actual or purchasing power increase since 1913.

The gross increase varies in the different states and cities, but seems to be somewhere between 80% and 100%. The necessity for well educated and well trained teachers in every school room in this land has become apparent. In order to obtain these well trained teachers we must have proper salary schedules, good working conditions, and an adequate number of standard teacher training institutions.

IV. School Construction

There is a strongly marked tendency to replace insanitary school buildings with healthful buildings suitable for many and varied activities, and to depart from the tendency which has obtained for many years to have eight or twelve room buildings, and to have larger buildings of twenty-four rooms or more, thus cutting down overhead expense and making it possible to equip a unit much more adequately than when small schools obtained. This will all cost a much greater amount than we have ever spent for schools, but as we have already said, it is believed that a proper acquaintance with the advantages accruing from the modern school will make it possible. If we mean what we say by equality of opportunity we will provide for it.

V. Equalization of Educational Opportunity by State Laws

State equalization laws have been passed by Maryland, as you all know. These laws are unique and are serving as models for other states attempting the passage of such laws. The problem of equalization is believed to be one of the next great achievements toward American education. A number of states have passed somewhat similar laws. The organization of most of our states into educational districts does not allow as comprehensive a law as our Maryland law. Mississippi reports progress in this direction. Michigan is attempting to pass an equalization law which will fit a state divided into a large number of school districts. We note that the Kansas State Teachers' Association has recently passed a resolution committing the teachers of Kansas to a campaign for an Equalization Fund in that state.

The tendency toward a salary schedule that recognizes professional preparation, and which will provide for equal pay for equivalent preparation and experience is noticeable. Among the cities which seem to be making progress in this direction are:

Denver, Col.	Birmingham, Ala.	Cleveland, Ohio
Spokane, Wash.	Kansas City, Mo.	Harrisburg, Pa.
Chicago (Park Ridge) Ill.		

VI. Equalization of Educational Opportunity by Federal Legislation

Just as we recognize the necessity for state funds to equalize the educational opportunities for all the counties in the state, so we must recognize the fact that certain of our states can never develop a sys-

tem equal to that of certain other richer states, and that we must make Congress see that the Federal Government must do for those states what the richer states do for themselves through the establishment of an equalization fund. The bill now before Congress looking toward this end is the Sterling-Towner Bill. Every friend of education should be behind this bill. It (the bill) can be passed if the people wish to have it passed, and if all our agencies for educational advertisement are used to instruct the public with regard to the advantages which will be obtained through its passage. Professor Judd, who has been known to be opposed to the Sterling-Towner Bill makes the following statement (page 127, issue of August 4 of SCHOOL AND SOCIETY) which is but one illustration of the new position that all are taking in regard to equalization of public education:

"We have reached the state in the evolution of our American school system when narrow local control and support, and even centralized state control and support, must be supplemented by a broader national participation in education organization. A national educational agency should be created which can both encourage and compel progressive improvement in local schools. To this end a national department (of education) should be created and endowed with supervisory powers, and the obligation of each state as a party to the national educational policy should be made clear."

VII. Health Education

After the provision for educational administration and provision of funds for maintaining the educational system, the foremost problem of national importance is the general provision of a good system of Health Education. Development is proceeding along this line as follows:

An increasingly large number of associations are being organized for different forms of health work. Knowledge of disease and remedial measures are progressing in this generation but the great need along this line is that this knowledge should become the common property of our people.

Methods of doing this advocated and in use are:

Proper training of our children in good health habits and the beginning of disseminating sound ideas of health among our children.

Bringing such knowledge to the minds of adults so they will recognize the importance of remedial procedure.

Expanding play activities of children through a well organized plan for their best physical development.

Disseminating instruction in nutrition, sanitation, ventilation, physical care, food, clothing, sleep, etc.

Reports from the Bureau of Education in the last few years bear on the fundamental requirements of a modern school health problem, including health improvement in rural schools, health service in city schools, reports on the Ventilation of School Buildings, health co-ordination of grade health-teaching material for kindergarten, element-

ary schools, high schools and teacher training schools. The complete Preliminary Report of the Bureau of Education on health work in schools will be out at the end of 1923. Experiments are under way in some cities which have as their purpose the working out of the problem of child hygiene. From the National Bureau of Education there also will be forthcoming before the end of the year, new publications on the Mental Hygiene for Normal Children, Athletic Games healthful for school children, Standards of health norms and defects of school children, Health and efficiency for teachers, and Essentials in the Hygiene of Instruction and School Management.

VIII. Educational Tests and Measurements

Bureaus of Educational tests and measurements are being more or less rapidly installed by State and City Departments of Education, while intelligence testing in the last few years has been helping us to find and help those in the lowest quartile of the scale. They are now being used in a way that will help us to place slow, average and gifted children, each in his own class, so that each child will be able to work to his own full capacity. This latter development is having great influence on the curricula calling us to provide courses suited to the needs of children of different intellectual capacities. Tests and measurements have emphasized the necessity for special classes, and we now find an increasingly large number of such classes for brighter pupils, enabling them to go ahead at a more rapid pace, as well as classes for the average and slower pupils.

Along with this scientific supervision brought about by tests and measurements, we find a newer type of examination, the true-false examination, the recognition examination, and completion examination constantly coming into more general use. This type of examination can be made more comprehensive than examinations of the older form. In true and false examinations we can use, not ten questions alone, but fifty if desired, thus covering more ground. This form of examination is more interesting to children, students and teachers than those formerly in vogue.

IX. Bridging the Gaps in the Public Schools.

One of the chief criticisms of the American School system has been that it was wasteful of the pupil's time, that is, there has not been a straightforward course straight through to the High School, but there have been breaks. This is being cared for at present by two new movements, one known as the Junior High School. This departure in American education is growing by leaps and bounds. There has been 50% increase in these schools in the last three years. The program of the Junior High School opens up a new world to the pupil. The other gap—that between kindergarten and first grade—is being bridged. Teachers in the kindergarten, first and second grade, have been encouraged to undertake the work of the grade preceding and

following their own, thus forming a rotating scheme from the kindergarten through the second grade.

X. Newer Educational Theories and Practices

The aim of American education is to discover the natural bent of each boy and girl and develop it to the utmost, to encourage self-expression, self-activity, freedom without license, ease without idleness. The key word of the new aim is to train the individual will to respond sympathetically to the larger will of society.

If the people are to be capable of self-direction when free to act, situations must be provided in which the children may practice free choice. Initiative must be respected and freedom must be accorded them. This is not only recognized in theory, but present day practice is following closely upon the new aim of education. Purposeful, meaningful work, "reaching down and tapping instructive forces, and capitalizing capacities for leadership" is provided.

"National ideals must go farther in education than the routine provision of learning. Education is taking upon itself the development of leadership. Leadership calls for character and intelligence, as well as learning.

In spite of this training for leadership in the near future we must prevent the loss to the generation which comes from failing to fit many of those who would be real leaders; failing to train them rightly; failing to create character in them, and finally failing to inspire them to effort. Do not let us mistake this idea of leadership, we mean the principles of leadership in many fields."

Evidence of the above, that is the new educational aim which recognizes personality, etc., is beginning to be seen from the kindergarten through the elementary schools and in the Junior High Schools.

1. The Platoon Plan

Among the plans looking toward the training of children along the lines of freedom and leadership must be mentioned the Platoon Schools, a good account of which can be secured from City School Leaflet No. 11. This school organization meets the aims of modern education. It is a work—study—play plan of school organization. In July of 1913 fifty-four cities reported having one or more schools of this type, in which all the modern objectives in education were exemplified,—health and physical efficiency, mastery of the tools of formal learning, vocational efficiency, play and recreation and appreciation of values in race experience. Among the cities reporting on this plan are Baltimore, New York, Philadelphia, Pittsburgh, Seattle, Detroit, etc.

Detroit reports having established forty-two Platoon Schools after testing fourteen Platoon Schools and fourteen conservative schools, scientifically through the use of tests and measurements.

2. The Dalton Laboratory Plan

The Dalton Laboratory Plan which is a school organization intended to meet the needs of modern education under public school

conditions. Miss Helen Parkhurst conceives of the schools as sociological laboratories where community life and community situations prevail. Children in these schools have become the experimenters, instructors, observers, who merely stand ready to serve the community as their special talents are needed.

As observers they study the children to find out what environment will immediately meet their educational needs as specialists their function is to give technique to act the same as experts act in adult social life.

3. Bedales Plan

In addition to the two school organizations just mentioned, we find a plan called the Bedales plan which grew out of the Dalton plan, but which is an improvement on it. According to the latter plan failure for a child becomes impossible as a child accumulates credits as he goes along, never fails, never repeats a day, but takes as long as necessary for each unit, and advances entirely by subjects.

XI. Surveys

Among the forces at work looking to the broader and deeper attainments of the new educational aim we find the survey holding its ground. The best treatment of the place that the survey is taking as an agency of educational progress is the Bulletin of the Educational Bureau on Surveys, 1923, by Dr. Edward F. Buchner. This Bulletin forms part of the advance sheets of the Biennial Survey of Education about to be published.

XII. Parent-Teacher Associations

Schools reporting to the questionnaire show an average increase of from 10 to 80% increase in Parent and Teacher Associations in the last few years.

Delaware reports 5% of all rural schools have Parent and Teacher Associations. New Jersey reports a large membership with 40% fathers of school children. Massachusetts reports a large number of Parent and Teacher Associations with 25% of the parents, men interested in the schools. Baltimore reports a membership of over 5000 parents in Parent and Teachers Associations which means a great increase in the last three years. Wisconsin not only has Parent and Teacher Associations throughout its schools but has 21 of these Associations in high schools at this time.

XIII. Americanization

The Commissioner of Education in his last report calls for better educational machinery than we now have for the assimilation of our foreign born people. While many forces in our national life help this process of assimilation, our schools must take the lead in solving the problem.

Strides are being made in this direction as follows:—New Immigration Laws restricting immigration will give us an opportunity to develop a system of day and evening schools in which citizenship classes and English language shall be stressed.

Americanization must take first place in education in the next ten years. Answers to the questionnaire indicate that 90% of the states are beginning systematized classes in Americanization.

XIV. School Curricula

Among the larger national problems being intensively studied are those dealing with the reorganization and redirection of our school curricula in order to adapt our schools to the changing conditions of our national life. Changes that must take place are:—Home making and care which must receive its proper place, and shop and commercial life which must figure largely in future instruction. Great emphasis must be laid upon studies that train for accuracy in work, for definiteness of thinking, for form of training that will develop individual initiative, and for personal responsibility. Social studies that will emphasize civic institutions—questions in economics and government in a way that will give rise to greater ideas of international justice, peace and good will. Science must receive greater emphasis.

In conclusion, we find that general welfare has been the first consideration, and second, the supernormal, as well as the subnormal has been looked after; the expert is beginning to be regarded as a necessity. There is a growing respect for the highly intelligent and highly trained. Teachers are beginning to be looked upon as the most valued of public servants, and are therefore being more adequately provided for. There is every reason to hope for Government aid for further extension of equality of educational opportunity. Extension work is being pushed rapidly. Educational Bulletin on Wisconsin Extension will introduce you to the best example of this. Continuation schools are fast becoming within the reach of all. Rural schools are becoming standardized.

FLORENCE R. BONN, Baltimore, Md.

SUPT. C. MILTON WRIGHT, Belair, Md.

ELEANOR L. SMITH, Rockville, Md.

Committee of Maryland State Teachers' Association on
Educational Progress.

It was moved and seconded that this report be accepted. This motion passed unanimously and was so ordered.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Dr. Ernest J. Becker

WHEREAS, since the last meeting of this Association, Almighty God has seen fit to remove by death one of our most honored members, the late M. Bates Stephens;

RESOLVED, That this organization express its keen appreciation of the long and valuable services rendered by him to the cause of education in Maryland, and extend its sincere sympathy to his family.

RESOLVED, That we thank the Maryland Legislature of 1922 and His Excellency, Albert C. Ritchie, Governor of Maryland, for the

legislation which will make it possible eventually to place a trained teacher in every school, to provide a supervisor for every fifty teachers in rural and town schools, and to equalize the educational opportunities throughout the State by means of special financial aid to the poorer counties.

RESOLVED, That the thanks of the Association be tendered to all who have, by their scholarly and inspiring addresses, contributed in making this meeting such a splendid success.

RESOLVED, That we extend thanks to all those who have contributed to the musical program, especially, thereby furnishing most entertaining as well as cultural numbers to the program; and our grateful appreciation of the Social Hour of Friday evening is extended to the Home Economics Department of the Public Schools of Baltimore, who were the hosts on that occasion.

RESOLVED, That the thanks of this Association are tendered to the President, Superintendent Edward F. Webb, and his executive officers for the excellent program prepared for this meeting, and to all who have been instrumental in making the meeting an educational and cultural success.

RESOLVED, That we congratulate the Board of School Commissioners and the people of Baltimore City upon their progressive and forward looking policy of providing suitable modern buildings for the children in the public schools. A commodious, sanitary building, adequately equipped, is a necessary component of any good school, and this opportunity of doing the best of which they are capable should not be denied the teachers and the children anywhere in the State through indifference to their needs or because of a specious plea of economy.

RESOLVED, That this organization in the strongest terms reaffirms its endorsement of the efforts of the National Education Association to secure equal educational opportunities for all children by the passage of the Towner-Sterling Educational Bill, now before Congress.

RESOLVED, That this organization recognizes the value of the observance of National Education Week; and favors the establishment of such observance as an annual event.

RESOLVED, That we commend the activities of the State Department of Education and the several county boards of education in giving the standard achievement tests in the "three R's" with a view to ascertaining the exact individual needs of each child in the elementary schools and in according first consideration in courses of study and in classroom procedure to the fundamental subjects of instruction.

(Signed)

ERNEST J. BECKER,
SYDNEY S. HANDY,
GERTRUDE MORGAN.

This report was also accepted unanimously and so ordered.

FIFTY-SIXTH ANNUAL MEETING OF THE

REPORT OF THE EXECUTIVE COMMITTEE

The Secretary moved that the program of the Association as rendered be accepted as the report of the Executive Committee. This motion was seconded, unanimously passed and so ordered.

REPORT OF THE LEGISLATIVE COMMITTEE

Mr. George W. Joy

Mr. Joy stated that as there has been no session of the Legislature this past year, his committee had no report to make.

REPORT OF THE SPECIAL COMMITTEE ON THE DEATH OF
DR. M. BATES STEPHENS—Mr. Joy

WHEREAS, It has pleased Almighty God, in His infinite wisdom, to remove from our midst Dr. M. Bates Stephens, ex-State Superintendent of Schools, and

WHEREAS, It is fitting that we, the teachers and school officials of Maryland, in meeting assembled, bear testimony of the sterling qualities of mind and heart of the man who for twenty years presided over the schools of Maryland, and who by his uniform courtesy, kindness and sympathy in all his official relations, endeared himself not only to the teachers and officials under his jurisdiction, but to all persons with whom he came in contact;

And Be It RESOLVED, That we tender to his widow our sincere sympathies in her bereavement; and be it

RESOLVED, That these resolutions be spread upon the minutes of this Association, and that a copy be sent to his widow.

Respectfully submitted,

(Signed)

GEORGE W. JOY,
B. J. GRIMES,
E. M. NOBLE,
GUY JOHNSON.

The following motion was made by Mr. O. B. Boughton, of Cumberland, Maryland:

"Moved, that the Committee on Legislation be instructed to present a bill to the legislature of 1924 providing that all teachers placed on the Teachers' Retired List shall be given a pension effective from the beginning of their retirement, and that sufficient money shall be appropriated to meet this need."

This motion caused quite a discussion of the pension law, which law was explained for the benefit of those present by Mr. Holloway, Assistant State Superintendent. Mr. Holloway also said that he could see no immediate good from the passing of this resolution at this time, and pointed out that it might complicate another forward looking movement in this connection, since the State Superintendent has appointed a committee of county superintendents to formulate a pension bill to be presented to the incoming legislature.

Mr. Guy Johnson, of Cecil County, moved that this resolution be referred to the Legislative Committee, which was seconded by Mr. Gilbert Cooling, of Allegany County, who said that the organization should support this resolution.

A preliminary report of the Treasurer was read by the Secretary, who moved that this preliminary report be accepted, and that Dr. Berryman be permitted to make the changes necessary after all the bills had been filed, the report then to be referred to the auditing committee, after which it would be incorporated in the proceedings. This motion was seconded, unanimously passed and so ordered.

Mr. Joseph Blair, of Sparrows Point, moved that the amendment to Section 1, Article V, of the constitution of the Association, as read at the meeting Friday morning, be adopted. This motion was seconded and passed by unanimous vote, thereby giving the State Superintendent of Schools the privilege of voting in the representative assembly.

The Committee appointed a year ago to investigate the work of the Association with the view of suggesting improvements asked that their report be delayed until the next regular meeting, when they would have some real suggestions to make.

Mr. Mark Creasy, of Chestertown, who attended the National Education Association in California last summer, suggested that some action be taken by the county superintendents in order to insure a hundred per cent enrollment in the National Education Association which meets this year at Washington, D. C., such as California had last year. He also urged every member of the Association to become a member of the National Association, and to take the Educational Journal published by that Association, to which the two-dollar membership fee entitles one.

The value of the N. E. A. Journal to every teacher in the State was emphasized by Secretary Caldwell and Dr. Cameron, the latter of whom stated that in his opinion this Journal was more valuable than any other journal of its kind in America.

The time for holding the annual meeting of the State Association caused considerable discussion among the assembly. Some of the members were in favor of holding the meeting at some other time than during a holiday season.

Dr. Cameron moved that the Maryland State Teachers' Association recommend that three school days be set aside each year at which time the meeting of the Association would be held.

President Webb said that he had hoped this direct point would not come up, because of the new legislature, and the school people of the State did not want to take any action that would arouse this legislature to such a condition that they might feel like trying to amend or do away with some of the good legislation that was passed two years ago. Mr. Webb then asked Dr. Cameron to withdraw the motion which Dr. Cameron did.

Secretary Caldwell moved that a committee, to consist of the

ladies who had brought this matter up, be appointed, to make a report at the next meeting.

A member from Montgomery County requested that the matter of the time for holding the meeting of the Association be carefully considered by the incoming Executive Committee and left to their discretion.

Mr. Caldwell then withdrew his motion, and it was decided that the time for holding the annual meetings of the Maryland State Teachers' Association be left to the Executive Committee.

President Webb stated that the officers to be elected this year were the President, Second Vice-President, Secretary, Treasurer, and one member of the Executive Committee to take the place of Mr. E. Clarke Fontaine whose term expired this year.

Mr. W. K. Klingaman, Principal of the Fredrick High School, nominated Mr. Walter H. Davis, Principal of the Havre de Grace High School, for President for the coming year as follows:

MR. KLINGAMAN: Ladies and gentlemen, I take great pleasure in nominating for the next President of the Maryland State Teachers' Association, one of three brothers all actively engaged in the educational system of the State and whose father devoted his lifetime to the same service, Mr. Walter H. Davis, Principal of the Havre de Grace High School, a man for whom I have the greatest respect.

As there were no other nominations, it was moved and seconded that the nominations be closed. The Secretary was instructed to cast the ballot, and President Webb declared Mr. Davis unanimously elected President of the Association for the coming year.

Dr. William Burdick nominated Mr. E. H. Norman, President of the Baltimore Business College, for the position of Second Vice-President. Since there were no further nominees, the Secretary cast the ballot for Mr. Norman, who was unanimously elected as the Second Vice-President for the year 1924.

Hugh W. Caldwell and Dr. Rozelle Berryman were unanimously re-elected as Secretary and Treasurer, respectively, of the Association for the coming year.

E. Clarke Fontaine was unanimously re-elected to succeed himself as a member of the Executive Committee for a term of three years.

This completing the business meeting, the group was delighted with the rendering of a violin solo, Schubert's "Serenade" by Master Bernard Greengold of the Annapolis Elementary Schools, accompanied by Miss Edna M. McEachern, Head of the Music Department of the State Normal School at Towson.

MR. WEBB: I feel that the speaker of the morning is so well known, both by his public addresses through the press and through the radio, that he needs no introduction, especially in Baltimore, but

I do take pleasure in presenting to you Dr. S. Parks Cadman, of Brooklyn, New York.

DR. CADMAN: The teacher is a priest of the State, a guardian and guide of its self-governing ability, a trustee of the vital interests of its juvenile life. His or her work can be rightly called a vocation, which signifies that the teacher is called of God before men appoint to the office. It has a sacredness which no politics in the individual or the partisan group should lower. I urge teachers to be true to this ideal, and to themselves, and to one another. Allow none to treat you as though you were negligible or unsuited to the deepest needs of society. It is superfluous for me to recite the reasons for thus concerning yourselves and your calling. Teachers, priests, rabbis, pastors are the real creators of public opinion in the Nation. And public opinion is the sole monarchy which Democracy has to recognize. Its intelligence and morality depend upon your equipment and devotion. Whatever enriches you enriches the school, whatever enriches the school enriches the commonwealth. The teacher made the World War and the teacher ended it. Education in Europe and in America clashed at the Marne and the Somme. Their opposing ideals were arbitrated by a fearful violence which every right-minded teacher is foresworn, if possible, to avert for the future.

The conflict suggests that knowledge is not wisdom any more than wisdom is goodness. Since knowledge, wisdom and goodness are indispensable qualities for us as teachers, their proper mingling in personality is a prime consideration. One of the first and last demands in the teacher is the indefinable power of personality. In those who minister to others so constantly and meritably as you do, the magnetic attraction lies in what you are, not in what you say.

A poorly educated teacher is to be regretted, but a colorless, limp, and placid teacher is to be avoided. As it seems to me, communication must have drive, and a clean-cut, decisive personality behind the instruction exactly resembles the velocity behind a bullet. Religion confessedly produces fertile and contagious natures. The rule is by no means unexceptionable. Nevertheless, it holds true in the main. It would be easy to show that love toward God and the whole Brotherhood has been and is the fountain of private and public benefit. I speak, of course, of the love which exalts the highest things in what it loves, not of mere natural impulse. The love which is the very being of the Soul, the whole state and condition of the man, sacrificial, sagacious, intuitive, and ethical. Such an affection is the purifying and upraising force that can not be dismissed. For want of it, the white race is jeopardized today. Every impediment to its freer exercise is your foe. And those who teach history have a peculiar responsibility resting on them in this connection. History has been prejudiced by sectarian, nationalistic, and imperialistic ideas. Those who persist in imparting these ideas condemn the pupil ahead. His mind becomes the center of those dislikes and suspicions which

are all too ripe at the moment. What profit have we in ancient quarrels and controversies? What real advantage is obtained by inflaming impressionable adolescence with accounts of fierce and blood-stained years. Surely the purpose of history is to show us a Divine Order ever active in human affairs; and compelling even the wickedness of men to subserve the purposes of that Order. And the ends of education are summed up in character; in the virtues to which all knowledge is subordinate; in the meritorious deeds which outline scholastic acquirements. The frank avowal of these purposes and ends by the National Government would be a decided gain.

There should be a Department of Education at Washington, which unifies and harmonizes the whole system of which your great State is a part. That Department should insist upon equal standards and equal pay for equal work throughout the land. It should make the lot of a child born in what are now backward states, educationally, as blessed as the lot of a child born in Maryland or Ohio. Dismiss your fears of religion and of education. Both are our grand realities; both have grand realities to express. In their union upon a broad and admissible foundation is the salvation of the State and the fulfillment of the mission of America.

After finishing his speech, Dr. Cadman asked for any questions that members of the group would care to have answered. A slight discussion of the Education Bill, the daily reading of the Bible in schools, and the elimination of certain classics such as Latin and Greek from our schools, took place.

MR. WEBB: I will ask Superintendent Humphreys to escort the President elect, Mr. Davis, to the chair.

Ladies and gentlemen, I take very great pleasure in introducing Mr. Walter H. Davis, the next President of the Maryland State Teachers' Association, who will have charge of the arrangements for the next meeting.

MR. DAVIS: I shall be very happy to try to serve you during the coming year. The meeting is adjourned sine die.

TREASURER'S REPORT

November 30, 1923.

Dr. R. Berryman, Treasurer

In Account with Maryland State Teachers' Association, Dr.,
1923

January 13

To Balance Merchants National Bank..... \$1,886.74

February 13

To check 15 members State Dept. Education... 15.00

February 4

To check Hugh W. Caldwell, Secy., 1000-1922
membership 1,000.00

May 30		
	To check Edw. M. Noble, Supt. Caroline Co....	20.00
	To check F. B. Gwynn, Supt., Charles Co.....	15.00
June 1		
	To check Hugh W. Caldwell, Supt., Cecil Co...	25.00
June 4		
	To check F. E. Rathbun, Supt., Garrett Co....	15.00
June 7		
	To check James M. Bennett, Supt., Wicomico Co.	25.00
June 9		
	To check Oscar M. Fogle, Supt., Talbot Co.....	15.00
June 15		
	To check Thomas G. Bennett, Supt., Queen Anne's Co.....	15.00
June 18		
	To check Eugene W. Pruitt, Supt. Somerset Co.	15.00
June 21		
	To check W. C. Phillips, Supt., Howard Co....	20.00
June 22		
	To check Henry S. West, Supt., Baltimore City	25.00
	To check B. J. Grimes, Supt., Washington Co..	25.00
July 23		
	To check G. Lloyd Palmer, Supt., Frederick Co	25.00
August 10		
	To check George Fox, Supt., Anne Arundel Co.	25.00
August 14		
	To check Edwin W. Broome, Supt., Montgomery Co.	25.00
	To check Nicholas Orem, Supt., Prince George's Co.....	25.00
August 20		
	To check Clarence G. Cooper, Supt., Baltimore Co	50.00
September 15		
	To check A. C. Humphreys, Supt., Worcester Co.	20.00
November 7		
	To check M. S. H. Unger, Supt., Carroll Co....	25.00
November 9		
	To check Howard T. Ruhl, Supt., Calvert Co ..	15.00
	To check James B. Noble, Supt., Dorchester Co.	10.00
November 12		
	To check Albert S. Cook, Supt., State Maryland	125.00
	To check C. Milton Wright, Supt., Harford Co.	15.00
	To check Louis C. Robinson, Supt., Kent Co....	15.00
	To check George W. Joy, Supt., St. Mary's Co..	15.00

To check E. F. Webb, Supt., Allegany Co.....	50.00	
November 27		
To check H. W. Caldwell 162 county membership 1923	162.00	
December 23		
To interest on deposits for 1923.....	41.99	
December 26		
To deposit 990 membership Baltimore City...	990.00	
		<hr/>
	\$4,750.73	
1923		
December 26		
To Balance Merchants National Bank.....	\$2,549.52	
December 8		
To Special Fund Denton National Bank Two Fourth Liberty Loan Bonds \$500.00 each..	\$1,000.00	
On deposit	130.01	1,130.01
1923		Cr.
December 23		
To check Amelia Hurst typing.....	\$	5.00
February 12		
To check Hotel Rennert, Expenses Ex. Com.....		19.80
February 14		
To check N. W. Cameron, Exp. President Assn. 1923....		25.00
February 24		
To check Charles Reed, Refund membership.....		3.00
February 19		
To check Hotel Rennert, exp. Ex. Com.....		14.35
May 2		
To check The Sun Job Printing Co. proceedings.....		710.27
May 24		
To check Secy. Hugh W. Caldwell Exp. mailing proceedings		63.54
June 4		
To check N. E. A. Membership.....		50.00
June 6		
To check Cecil Whig Publishing Co.....		63.03
September 28		
To check Hotel Rennert Exp. Ex. Com.....		23.50
November 16		
To check Torsch, Franz Badge Co.....		20.00
November 26		
To check George W. King Printing Co. programs.....		149.50

MARYLAND STATE TEACHERS' ASSOCIATION

41

November 30	
To check R. Berryman, Treasurer.....	77.49
To check Amelia Hurst typing.....	15.00
To check L. A. Dennis Vocational Section.....	40.00
To check Catonsville Garage Co.....	45.00
December 1	
To check John G. Hoskins, Exp. W. H. S.....	11.00
To check Frances Zuill, Social Hour.....	54.80
To check S. Parks Cadman.....	125.00
To check Grace E. Steele, Stenographer.....	50.00
To check Laura Zirbes.....	73.65
To check Redpath-Brockway Lyceum Bureau.....	275.00
To check Servue Multigraphing Co.....	7.50
To check Cecil Democrat Printing.....	39.75
To check Hugh W. Caldwell, Secy.....	141.49
December 5	
To check Ida V. Flowers, Exp. Montebello.....	12.00
December 6	
To check Roger X Day, Exec. Com.....	22.50
To check Hulda Brust.....	2.50
December 18	
To check R. Berryman, Treasurer.....	11.31
To check Laura Zirbes.....	3.84
To check Meta C. Thomas.....	2.00
December 20	
To check Edw. F. Webb, President.....	44.39
	<hr/>
	\$2,201.21
December 26	
To Balance Merchants National Bank.....	2,549.52
	<hr/>
	\$4,750.73

REPORT OF AUDITING COMMITTEE

Your committee, appointed to examine the books and vouchers of the Treasurer find the accounts accurately kept and the balances as follows:—

Merchants National Bank.....	\$2549.52
Denton National Bank, Special Fund.....	1130.01

GEO. W. EBAUGH,
WM. J. HOLLOWAY,
ARTHUR C. CROMMER,

September 5, 1923

Mr. Hugh W. Caldwell, Secy.

Maryland State Teachers' Ass'n.,

Elkton, Md.

Dear Mr. Caldwell:

I am particularly anxious for emphasis to be placed on four very vital questions during the present year: the classroom teaching problems; the rural teaching problems; the problem of retirement allowances; and the problem of tenure. These are among the most vital problems of the teaching body and the most vital in their relationship to success in securing and retaining an adequate and properly equipped group of teachers in each state.

As one of the ways of adding new interest in the work and of increasing its effectiveness, I have decided to give rural and classroom teachers added opportunity for self-expression on the problems nearest their work by placing their leading representatives on committees, and by arranging for questionnaires and conferences to get in confidential form their honest opinion on the policies and plans which they will carry out in their daily work.

The success of these plans will first of all depend upon the quality of leadership of members of the committee. I know of no one in any state better qualified to select these leaders than the State Director and the Secretary of the State Teachers' Association. Hence, I am asking these officials in each of the forty-eight states to recommend names for the four committees and to give me the benefit of their advice on things to be done to secure the best results.

Classroom Teaching Problems

It is the plan to have a Committee of One Hundred on Classroom Teaching Problems. I would be glad to have you recommend at least two classroom teachers, men or women (or both), and to name two others in supervisory positions, who are especially interested in improving the conditions under which teachers work. We do not want people on this committee to think of salaries, pensions, and tenure from the standpoint of personal interest, but we want them to take the largest comprehensive view from the standpoint of the profession and the larger interests of education. We hope to have men and women on this committee who are influential in shaping the thought of their co-workers, men and women independent in thought and fearless in expression—the biggest men and women in the profession.

Rural Teaching Problems

It is also a part of the plan to have a Committee of One Hundred on Rural Teaching Problems. Kindly recommend at least one rural teacher and at least one person, man or woman, (or both) engaged in the supervision of rural schools. It is desirable that members of this

committee have a sane and not an exaggerated viewpoint of rural school work, that they have the respect of the community, and that they stand well with their fellow-workers. Let each state have its most worthy leaders on this committee.

Retirement Allowances

It is further a part of the plan to have a Committee of One Hundred on Retirement Allowances, often erroneously called pensions. Recommend the name of at least one man and one woman for this committee. It is important to have the viewpoint of both men and women. The chairman of a successful committee on pensions in the state or city would be useful on this committee.

Tenure Problems

It is also proposed to have a Committee of One Hundred on Tenure, composed of representatives of classroom teachers, principals, and superintendents. Will you not name one representing each of these classes? Select those interested in tenure and those who can aid in working out constructive plans and policies. Include persons opposed as well as those in favor of tenure regulations.

Do not fail to give the name and correct address of each one on your list; sending the same to me, in care of the Secretary, J. W. Crabtree, 1201-16th Street, N. W., Washington, D. C. Mention the committee in each case for which recommended.

We propose handling the work in such a way as to use each member of these Committees and to get the views of the largest possible number of members of the Association before the reports are presented to the Representative Assembly for adoption.

The Association has given attention during the past year to a number of outstanding problems of the profession. The Headquarters Staff, basing its efforts on the experience of past years and building its data and plans on the results which have been achieved, expects to accomplish more this year than during any previous year.

It is the purpose of my administration to increase, if possible, the effectiveness of every line of work. I hope you are interested in these plans and that you will permit me to call on you for further help on this and other matters.

Very sincerely yours,

OLIVE M. JONES,

President.

Elkton, Maryland
September 12, 1923

Miss Olive M. Jones, President
The National Education Association
1201 Sixteenth Street, N. W.,
Washington, D. C.

My dear Miss Jones:

In reply to your letter of September 5th, asking for recommendations of teachers and supervisors to serve on the N. E. A. Committees, I suggest the following people:

Classroom Teaching Problems:

Miss M. Ellen Logan, Overlea, Baltimore County, Maryland.
Miss Olive Mount, Mount Airy, Carroll County, Maryland.
Miss Stella Brown, Supervisor, Frederick, Frederick County, Maryland.
Mr. George Fox, Superintendent of Schools, Annapolis, Anne Arundel County, Maryland.

Rural Teaching Problems:

Miss Ruby Hayman, Rock-a-walkin', Wicomico County, Maryland.
Miss Jennie Jessop, Supervisor of Rural Schools, Towson, Baltimore County, Maryland.

Retirement Allowances:

Mr. E. W. Broome, Superintendent of Schools, Rockville, Montgomery County, Maryland.
(Mr. Broome is Chairman of the State Committee on Retirement Allowances).
Miss Mollie R. Hobbs, 823 N. Fremont Avenue, Baltimore, Maryland.
(Miss Hobbs, a teacher in Baltimore City, is Chairman of the Baltimore City Committee on Retirement Allowances).

Tenure Problems:

Mrs. Elizabeth Poisal, Ellicott City, Howard County, Maryland. (Teacher)
Mr. W. K. Klingaman, Frederick High School, Frederick, Maryland. (Principal)
Mr. M. S. H. Unger, Superintendent of Schools, Westminster, Carroll County, Maryland.

Cordially yours,

HUGH W. CALDWELL,
Secretary.

September 14 1923.

Mr. Hugh W. Caldwell, Secretary
Maryland State Teachers Assn.
Elkton, Maryland.

Dear Mr. Caldwell:

You received a letter a short time ago from Miss Jones, President of the National Education Association, asking you to recommend names for each of the following committees: the classroom teaching problems, the rural teaching problems, the problem of retirement allowances, and the problem of tenure.

Miss Jones wonders whether each of the State Associations may not wish to have the same four committees of one hundred each for these same problems at the same time that the National Association is doing its intensive work along these very vital lines. I am, therefore, recommending that you take the matter up at once with the president of your association, placing before him Miss Jones' suggestion and seeing whether it will be possible to carry it out at this time.

In case the idea appeals to him and to you, I would suggest that you put on the state committee the names which you have recommended to us so that there will be that connecting link between the committees of one hundred in the state, and the committees of one hundred in our own Association.

Our Research Department will lend its assistance to each of your committees. Miss Jones feels that by doing this intensive work in each of the states at the same time the National Association is doing the same work, very much better results will be secured. I will be pleased to know in case you decide to appoint these committees and undertake the work.

Very sincerely yours,

J. W. CRABTREE, Secretary.

December 5, 1923

Dear Sir:

I should be pleased to receive for the Carnegie Foundation any information which you may be willing to give me concerning the proposed changes in the Maryland teachers retirement rules. If a sub-committee on the proposed legislation has been constituted, I should like to be put in touch with one of its officers.

The Carnegie Foundation as you know is interested in all retirement systems for teachers; and often acts in an advisory capacity to persons in search of information on such matters. I am sending you a copy of Bulletin Twelve, Pensions for Public School Teachers. If the Foundation can be of assistance in this matter, please do not hesitate to write.

Very truly yours,

HOWARD J. SAVAGE,

Hugh W. Caldwell, Esq., Secretary,
Maryland State Teachers Association,
Chesapeake City, Md.

Elkton, Maryland
December 6, 1923

Mr. Howard J. Savage,
522 Fifth Avenue,
New York City, New York

My dear Sir:

In reply to your letter of December 5th, I would state that under date of September 12th, I wrote to Miss Olive M. Jones, President, The National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C., and recommended the following Committee on Retirement Allowances from Maryland to cooperate with a Committee of the National Education Association:

Mr. E.W. Broome, Superintendent of Schools, Rockville, Montgomery County, Maryland.

(Mr. Broome is Chairman of the State Committee on Retirement Allowances).

Miss Mollie R. Hobbs, 823 N. Fremont Avenue, Baltimore, Maryland.

(Miss Hobbs, a teacher in Baltimore City, is Chairman of the Baltimore City committee on Retirement Allowances.)

I am sure that the National Education Association Committee and the Special State Committee would be pleased to have the help of the Carnegie Foundation for the Advancement of Teaching.

Cordially yours,

HUGH W. CALDWELL,
Secretary.

December 7, 1923

My dear Mr. Caldwell:

Thank you very much for the information contained in your letter of December 6, 1923. I shall try to get in touch with Mr. Broome or Miss Hobbs, or both.

Very truly yours,

HOWARD J. SAVAGE.

Hugh W. Caldwell, Esq., Secretary,
Maryland State Teachers Association,
Elkton, Md.

DEPARTMENTS

AGRICULTURE

Chairman—H. R. Shoemaker
Secretary—Earl C. Baity

January 11, 1924.

Mr. Hugh W. Caldwell,
Elkton, Md.

Dear Sir:

I am enclosing a copy of the paper read by Mr. Blackwell at the

State Teachers Association meeting. I do not have a copy of Mr. Dennis' paper. The entire meeting of the agricultural group was taken up with the discussion of "Pre-Vocational Agriculture." The officers elected for next year are: President, Harry McDonald, Fred-erick; Secretary, George Clendaniel, Clarksville.

Very truly yours,

H. R. SHOEMAKER.

THE ORGANIZATION OF PRE-VOCATIONAL AGRICULTURE IN MARYLAND

by J. D. Blackwell, State Director of Vocational Education

By the term "pre-vocational agriculture" is meant the practical application, through junior projects, of the principles of scientific agriculture.

While pre-vocational agricultural work may be an end in itself, it is recognized, generally, by leaders in agricultural education, that the doing of such work is one of the principal means of stimulating interest in vocational agriculture.

In order to show more conclusively that prevocational agriculture, through the completion of junior projects, stimulates an interest in vocational agriculture, it will be necessary to discuss the subject briefly, from the standpoint of:

1. Aims of prevocational agriculture.
2. Characteristics of junior project work.
3. Types of junior projects.
4. Organization of prevocational classes.
5. Supervision of junior projects.

Aims of Prevocational Agricultural Work.

While the aim of prevocational agriculture is both educational and economic, the work should be developed largely from the educational standpoint.

Characteristics of Junior Project Work.

A worth while junior project will have the following characteristics

1. It must have a definite end in view.
2. There must be a workable plan whereby the aim may be accomplished.
3. It must offer an opportunity for the individual development of the pupil.
4. It must include both theory and practice.
5. The work should be carried on voluntarily.
6. The work must be adapted to the age of the pupil.
7. A record must be kept of all work done.
8. Definite supervision must be given.

Typical Junior Projects.

While there is a great difference in opinion as to the size and

scope of junior projects, the following are fairly typical:

1. The production of an acre crop.
2. The growing of a fourth acre of vegetables.
3. The planting and care of the home garden.
4. The raising of a pig or calf.
5. The keeping of from 25—50 hens for egg production.
6. The rearing of from 25—50 pure bred chicks.

Organization and Supervision.

In the organization and supervision of junior project work the most important considerations are:

1. The grades into which the work should be introduced, or the ages best adapted to the work.
2. The agency or agencies responsible for the organization and plan of supervision.
3. The subject matter to be offered.
4. The method of giving instruction.
5. School credit.

Grades and Ages.

The junior project work is perhaps best adapted to pupils of from 12 to 13 years of age, or to pupils enrolled in the 7th grade. Unit courses of vocational agriculture may be organized in the 1st year of the high school, especially in small high schools. Detailed instructions on the organization of unit courses may be obtained upon request to the State Department of Education.

Agencies Responsible for Work.

In Maryland, the school authorities are charged with the education of all boys and girls between the ages of 7 and 16, exclusive of children between 13 and 16 legally employed. Unit courses may be organized for these pupils. It is, therefore, evident that the organization of pre-vocational agriculture, including junior projects, is the work of the school.

Plan of Supervision.

The outstanding considerations in the supervision of junior projects are:

1. Supervisors and their qualifications.
2. The number of pupils to each supervisor.
3. The frequency of supervisory visits.

Supervisors and Their Qualifications.

In school districts having teachers of vocational agriculture, junior projects may, of course, be supervised to advantage by such a teacher. In districts having no teacher of vocational agriculture, local supervisors may be obtained. Frequently, the local teacher is

capable of organizing and supervising the work. In such cases he should be employed on a twelve month basis. Local supervisors of junior projects should have:

1. An intimate and sympathetic understanding of rural life.
2. Ability as a leader of youth.
3. Some special preparation in agriculture.

Number of Pupils.

The number of pupils which may be given definite supervision will vary with local conditions, such as roads, means of transportation and distance. In most cases a supervisor should be able to give definite supervision to from 40—60 pupils. Some states plan to have a local supervisor for each group of 50 pupils, and a county supervisor for each county.

Frequency of Supervisor's Visits.

Since the success of junior project work will depend largely upon the frequency and type of supervision, all projects should be given definite personal supervision weekly or at least twice each month, especially during the summer months.

Subject Matter.

Only such subject matter as will aid in the development of the project should be given. As is evident, the subject matter should, in most cases, supplement the project. For example—if the pupil selects a poultry project, he should be given such instruction as will aid him in the carrying out of such a project. Junior project work in any given school should be limited to three or four phases of agriculture, such as poultry, dairying, vegetable gardening, or corn production.

All subject matter should be adapted to the pupil. The group should meet for an hour weekly, or at least twice each month, for instruction. Such instruction may best be given through:

1. An abundant use of illustrated material.
2. Through supervised project study.
3. Through bulletin references.

Project study outlines prepared by supervisors and pupils may be used to advantage. Pupils should be required to report on projects regularly and frequently.

School Credit.

Where practicable, school credit should be given for junior project work. Junior project work, when properly done, may supplement prevocational and general agriculture, and the pupil be given definite school credit for same. The plan of adding a certain per cent to a pupil's grades in all other subjects, upon the completion of a junior project, has been found satisfactory in some states. The matter of

school credit should be discussed with respective county superintendents and principals.

Basis for Determining the Success of Junior Projects.

1. Education growth and development.
2. Interest created in the subject.
3. Economic production.
4. Number desiring to continue agricultural work.

CLASSICAL CLUB

Chairman—Alice F. Braunlich

Secretary—Hattie J. Adams

The first meeting of the Classical Club of Baltimore for the season 1923—1924 was held on December 1, 1923 at the Montebello Public School at two o'clock during the annual meeting of the Md. State Teachers' Association.

Dr. Alice Braunlich (of Goucher) president of the Classical Club, introduced as the speakers of the afternoon, Prof. Chas. Lemmi of Goucher College and Dr. Francis Sabin of Teachers' College, Columbia. Prof. Lemmi, who, because of his long residence in Italy, is well qualified to speak on the subject, gave a delightful talk on Virgilian Survivals making comparison between present day Italy and the Italy of which Virgil sung.

Dr. Sabin spoke very entertainingly of the new Bureau of Research instituted for a period of at least two years for the purpose of aiding teachers of Latin on every subject pertaining to the Latin field.

After an informal discussion, the meeting adjourned.

ALICE BRAUNLICH, President.

HATTIE J. ADAMS, Secretary.

GRAMMAR SECTION

Chairman—Eleanor L. Smith

Secretary—Ruth Burroughs

The Grammar Section of the Maryland State Teachers' Association met in the Demonstration Room of the Montebello School, Baltimore, on November 30, at 2 p. m. The chairman, Miss Eleanor L. Smith, Supervisor of the Rural Schools of Montgomery County, presided.

The following topic for general discussion was announced: To what extent may the results of teaching be evaluated by the types of questions asked by teachers and pupils?

Dr. Florence E. Bamberger, Associate Professor of Elementary Education Johns Hopkins University, opened the discussion by a helpful discourse on: Skill in questioning. Her remarks may be summarized as follows: Questions inside school have different purposes from those on the outside. "The chief purposes of class room questions are to test for information; to clarify ideas, notions, situations; to correct

wrong notions; to emphasize important ideas; but above all, to provoke thinking that will produce worth while solutions to worth while problems. The ability to question skillfully is one of the significant standards for measuring efficiency in class room work. The teachers' question is a professional tool. There are three types of questions which serve as admirable tools: the problem question, the factual question, and the interpretative question. Problem questions are used:

- (1) to arouse curiosity in the situation.
- (2) to create interest in gathering data.
- (3) to produce effort to organize.

Factual questions are for the purpose of testing the quantity and quality of facts that pupils have on hand. The interpretative question is an effective tool when a search for hidden meanings is desired. To avoid ambiguity; it is highly necessary that the teacher frame interpretative questions most carefully and clearly.

Mrs. Higgins presented for Miss Loretta McGeady, of Allegany County, a paper on: How a class room teacher may stimulate pupils to ask worth while questions in history. In brief it was as follows: Pupils must be trained to ask good questions. It is well for assignments to be worked out in class, the pupils can then get the benefit of bringing forth the best in them. It is a good plan to have each pupil bring a designated number of questions to class. Papers should be collected and passed to different pupils. A short preparation period should be given before calling on pupils to answer. If the questions are poor, the class will criticize and suggest improvement. Another plan is to have each bring his own questions, and, if during the discussion not all of his questions have been answered, he may present them. This is especially good training in attention and judgment. In order to get a healthy type of question certain standards should be set up. Questions should appeal to the pupil as worthy of an answer from him; should be clear and pointed; should be broad; should belong to a series, rather than stand isolated. "Yes" and "No" questions have very little educational value. Few factual questions should be asked.

Mrs. McCord, of Maryland State Normal School, Towson, talked on: How the interest of the child can lead into a wealth of geographic material. These thoughts were very interestingly presented. New in teaching geography in schools. The old idea was to get accuracy in teaching geography in schools. The old idea was to get accuracy in control of matter. Eye training was accomplished. There was training in mastering the hard thing. The pupil appreciated himself and his own nation. Now we try to get the children to interpret, as well as merely to find information, so he will be able to pass into the world open-minded. He links up cause and effect. He gains a desire to solve things not understood. We aim to fit him to solve his problem when it arises. We purpose to get the pupil to understand the oneness of peoples and to have an appreciation for natural and in-

tellectual beauty. We wish him to understand something of creation and to feel an appreciation for study itself. The question should stimulate and guide the child; it should not annoy. He should be able to judge, organize, remember, use his own ideas, and have a chance to express his individual differences. The teacher asks herself, "How can I give children a chance to express themselves and evaluate their work?" She should organize her material ahead but must largely give way to the organization of the pupils. An abundance of material must be on hand. Current magazines, of the higher type, are a great help in developing problems. The production of a pageant is a typical example of self-expression and appreciation. Mrs. McCord gave a very interesting account of a pageant she had developed.

A summary of outstanding phases as brought out by the speakers was given by Miss Lida Lee Tall, Principal, Maryland State Normal School, Towson. In brief it was as follows: There is difficulty in formulating interpretative questions. If the teachers send in lists of suggestive questions to the State Department of Education, they are revised and returned. Some lists have been compiled and can be had for the asking. Question asking is a difficult problem for teachers. Often they are satisfied if they get correct answers without trying to find out what is going on in the child's mind. Students are the laboratory, and we should be wondering about the effect of our questions on them. They should not be expected nor compelled to rely upon their own store of information; there must be a wealth of material on hand. Books must be so placed that the pupils, through free access and unrestrained use, can learn to love them. An appreciation of books is necessary in order to remove the illiteracy of our country. In conclusion Miss Tall asked, "Are you afraid of a silence in your room?" "Are you willing to wait for an answer to your question?"

A brief open discussion followed the speakers. Dr. Bamberger asked if there was any type of training that might be started in the first grade to develop question asking. What kind of questions can the beginners develop? The children should be able to glance at a paragraph and ask themselves what is important for them to retain. If such early training could be done, they would be better prepared for their later interpretation.

The election of a chairman for the coming year followed the discussion. Miss Amy Crew, grammar grade supervisor of Baltimore County, was chosen.

RUTH BURROUGHS, Secretary.

HISTORY SECTION

Chairman—Philip Dougherty

The Organization of History in the High Schools.

Mr. Henry Johnson, Teachers College, Columbia University
Election of Officers

HIGH SCHOOL SECTION

Chairman—Walter H. Davis

Secretary—Mary O. Ebaugh

Department of Secondary Education

The Secondary Department of the State Teachers' Association met at Montebello School, November 30, at 2 o'clock, Miss Louise Linthicum, vice chairman presiding.

Mr. Fontaine mentioned several questions arising in connection with the new marking system and several teachers took part in the open discussion of the marking system which followed his talk. The report of the special committee appointed last year to plan a rational marking system and to select a college entrance certificating grade was accepted. It was voted that the same committee be retained with instructions to determine under what conditions, if any, a pupil should be allowed to take in any one year more than four academic units.

Mr. Walter Davis gave a very interesting report of a study he had made of 78 first group high schools showing: (1) distribution of schools by units offered; (2) schools offering 4 years, 3 years, 2 years, 1 year of the various subjects; (3) rank of the schools in the per cent of units offered; (4) size of classes; (5) number and per cent of classes over 40; (6) number and per cent of classes under 6; (7) a table showing number of schools and number of classes with 4 pupils or less.

Election of officers was as follows: Mr. W. K. Klingaman, of Frederick High School, chairman; Mr. E. C. Seitz, of Westminster High School, vice chairman; Miss Mary Ebaugh, of Catonsville High School, secretary and treasurer.

The meeting was then adjourned.

MARY EBAUGH, Secretary.

INDUSTRIAL SECTION

Chairman—Emory C. Ebaugh.

The Industrial Section of the Maryland Vocational Teachers' Association was presided over by Mr. Emory C. Ebaugh, Teacher of Manual Training, Westminster, Md.

At the business session a constitution and by-laws were adopted. The annual election of officers resulted as follows: President, Mr. R. Milton Hall; Vice President, Mr. Riley Williamson; Secretary-Treasurer, Mr. Hugh Wilson.

The first topic on the program, "High Spots of the Year's Work," was discussed by Mr. Spencer C. Stull, of Frederick, and Mrs. Emma Thompson, of Baltimore City.

Dr. John L. Stenquist, of Baltimore, Director of Statistics and Research, made an address on "Value of Vocational Education Tests." Dr. Stenquist's address was a report of tests made of nearly two thousand children in the Baltimore City Schools.

LIBRARY COMMISSION

Chairman—Dr. James H. Apple

Secretary—Mrs. M. A. Newell

The Maryland Public Library Advisory Commission held its session, the afternoon of the 30th of November, when a profitable and interesting program was presented.

The first subject, "How can municipal or county aid be procured for the establishment and maintenance of libraries," was discussed by Dr. Bernard C. Steiner of the Enoch Pratt Library, and Miss Sarah Askew, of the New Jersey Public Library Commission.

The second subject, "The advantages that accrue to a community from having a Library in its midst" was discussed by Miss Eliza Snyder, of the Annapolis Public Library, and Miss Agnes L. Espey, of the Hyattsville Public Library.

In the absence of the President, Dr. Jos. H. Apple, Mrs. M. A. Newell presided.

MUSIC SECTION

Chairman—Thomas L. Gibson

Vice-Chairman—Edna K. Lighter

Secretary—Emma E. Weyforth

The seventh annual meeting of the Department of Music was held at the Montebello School on Friday, November 30, at 1:30 p. m. Mr. Thomas L. Gibson, State Supervisor of Music, presided. About forty persons attended.

The officers of the preceding year were re-elected, namely:

Chairman, Mr. Thomas L. Gibson.

Vice-Chairman, Miss Edna K. Lighter, of Middletown, Md.

Secretary, Miss Emma E. Weyforth, of Catonsville, Md.

A very attractive program was presented by members of the conference. A group of elementary children sang under the direction of Miss M. Eleanor Moore, a Teacher in Demonstration School, Baltimore. Their performance illustrated good qualities of the singing voice, and showed that it is possible to do successful part singing in the early grades.

A series of very interesting papers on various subjects was then presented. A summary of each of the papers follows:

The First Year of a High School Orchestra

Charles C. T. Stull, Thurmont.

Our sister states of the Middle West have organized the work of school orchestras so successfully that it is no longer in the experimental stage, and we teachers of music in the high schools of Maryland must be alert to our task unless we are content to play second fiddle.

Finance need never stand between an instructor and a high school orchestra or band, because if you state the case fairly, you can interest parents sufficiently to secure their cooperation. If you can't get the money to buy such parts of the orchestral equipment as drums and traps from your school board, go to your parent-teachers' association; if the money is not forthcoming here, go to some friend of the school and ask for a loan; then have an entertainment, a sale, or perhaps a recital, and make enough money to pay off the debt.

If the teacher understands orchestral instruments, he can conduct classes in each section, string, wood-wind, brass, and percussion. If he cannot do this, it is quite probable that he can secure the aid of a violin teacher, or of some member of the town band, who for one reason or another will be glad to help. As soon as each section shows some improvement he may have all the players assemble and begin unison exercises.

"The Elementary Band and Orchestra" collection published by J. W. Pepper will be found useful as a first book. This may be followed by the "Willis Graded School Orchestra and Band Series."

An Important Aim in Vocal Music in High Schools. Steps in Attaining This Aim and Reactions of the Pupils.

Ethel G. McNutt, Frederick.

One of the aims of high school music today is to train pupils in the sight reading of music of a fair degree of difficulty. The aim as thus stated we understand to be not an end in itself, but only a means to the end of musical enjoyment. The difficulty in the matter is that sight singing, unless carefully conducted, may not be calculated to bring about the end for which we say it exists. Sight singing requires drill, and since the high school age is not a drill age, our problem is to adapt the necessary drill to the pupils, and to make it as attractive as possible.

A method of beginning sight singing that has proved successful in practice is outlined below.

Write the scale on the board in the key of some simple, familiar song, with names of the syllables under the notes. Point to the notes as they occur in order in the song, having the class sing the tones indicated. Some of the pupils at least, will discover that not only separate tones, but a connected piece of music is being produced. They will be interested in this new aspect of the familiar song. When they have sung the melody successfully, they may in the same manner sing the alto, tenor, and bass. Then they may open the books and sing in turn the opening phrases of each of the four parts. These they may compare with phrases elsewhere in the song and in their turn sing them. Finally the students will attempt to sing all four parts together.

Some of the results of this type of work if successfully performed, are:

1. Joy of accomplishment
2. Habits of rapid, accurate mental action
3. More efficient work
4. Unselfishness-Cooperation-Teamwork
5. Better school spirit and morale
6. Better appreciation of music studied

Practical Method in the Treatment of Monotones
John Denues, Supervisor of Music, Baltimore, Md.

Selecting Monotones

Beginning with the third school month, put into separate classes for monotone training the pupils who fail for monotone training the pupils who fail to sing D, fourth line, with a free throat, and to sing the scale in tune from D, fourth line, in the thin register.

Practical Methods.

Divide the musically sub-normal pupils into three groups and give each group the special sort of treatment needed.

Group A: Those who can form a tone in the thin register, but cannot sing the scale in tune.

Treatment: Teach all pupils to relax and take deep breaths. Have a pupil who produces a good tone in the thin register stand facing the monotone and sing who on D, fourth line several times. Ask the monotone to try to form the same sound. Have the model sing do on D, fourth line. Again let the monotone imitate. Have the model sing do-ti-la-so from D, fourth line, and then finally the entire scale down and up, the pupil trying to imitate. Of course the steps are taken gradually, as the progress of the monotone warrants. When the pupil can sing the scale down and up, he is promoted to the regular class.

Group B: Those who sing only in the thick register.

Treatment: First teach these breathing as in Group A. Since their voices are usually very rough through forcing in the thick register, begin to develop a musical voice in this register. Have the pupil, using a normal pupil as a model, sing la on E, first line, then on D, below staff. These tones being well established, let him, through imitation, sing from D below staff, do-re-mi and then do-re-mi-fa-so. When he can do this with a quiet tone and good enunciation, he may attempt tones in the thin register as in Group A. As soon as the thin tone is established he is promoted to Group A.

Group C: The true monotones, those who cannot sing a given pitch in the thick or thin register, but produce an unmusical sound of their own creation.

Treatment: Find the child's own tone and prolong it on the syllable *la*. Then attempt to have the child sing parts of the ascending scale. Develop the sense of direction, through the eye, by movement of the hand; diagrammatically, through blackboard drawings of ladders and steps which are numbered, through colored blocks, colors being used to establish individuality; by means of singing while ascending and descending a stairway.

Combine all out-of-tune pupils from the first three grades in a monotone class and give them special training. When it is necessary for the teacher to carry on her regular class-room music work in addition to monotone training, she should give two ten-minute periods per week to the latter phase of the work.

What Allegany County is Trying Out in Music Teaching.

Lillian Compton, Allegany Co.

For five or more years Allegany County employed a Supervisor of Music who gave her full time to this subject. In 1916 this plan was abandoned and the regular Grade Supervisor supervised the music in addition to all the other subjects in the curriculum. In 1921, four regular class-room teachers who had had special training in music, were employed to teach music half of their school day. The county was divided into four sections. Each of the four special teachers was given one section containing four or five schools. She taught her regular class in the morning and gave one afternoon a week to each building assigned to her. A substitute, in most cases a married woman with some teaching experience, was employed to take her place for the afternoon. This plan cost the county about the same as it would have cost for one supervisor of music, but these four special teachers taught in each class, save the seventh and eighth grades and in some cases the first and second, once a week, whereas one supervisor could reach each class-room only about once a month.

Mr. Gibson, the State Supervisor of Music, and Miss Hooper, traveling instructor from Silver Burdett and Co., gave valuable assistance in working out a county course of study. The Grade Supervisor has kept in touch with the subject, and has helped share the responsibility for the work. Two of the four teachers are now giving full time to music. Possibly in another year this will be true of all four teachers.

What Wicomico County is Trying Out in Music Teaching.

Cora Gilliss, Wicomico County

The aim of the course in Music for elementary grades as set forth in the Maryland Tentative Course are:

1. To give every child his singing voice and pleasure in song as a means of expression.
2. To cultivate and develop the power of careful sensitive aural attention to simple phrase groups of tones, and the feeling of simplest rhythm.
3. To give every child an appreciation of music.
4. To provide the pupils through accompaniments to some of their own songs and the hearing of much good music an experience richer than that afforded by their own singing.

These aims are the goal of our teachers who are doing any worth while work. We are trying to develop good tone quality and a sense of rhythm. We have not thus far stressed the technical side of music, but have made a beginning here, too, by teaching elementary tonal and rhythmical relationships. The Hollis Dann music books were put into the hands of some of our fourth and fifth grade children this fall, and the children were delighted.

In each of our lower graded schools one or two teachers assume responsibility for the music. They give a thirty minute lesson once a week to each of the separate classes. There is, of course, additional song work at opening exercises, in recreation periods, and in classes in preparation for special programs. In fact, it has become almost a habit with us to have an operetta for the closing exercises of our central schools.

A Method of Motivating School Music

Gertrude Morgan, Carroll County

It was announced fairly early in the school year, in Carroll County, that an Inter-Scholastic High School Music Contest would be held in the spring. Perhaps it hardly seems appropriate that the gentle art of music should lend itself as a medium whereby every high school in Carroll County hoped to have the honor of laying the glory of some other high school in the dust. But what if the boys of some of the schools did get together and faithfully practice "Good Night, Good Night, Beloved," with the spirit of contest uppermost in their minds. They knew that the only way to accomplish their desire was through dulcet tones and a sympathetic interpretation of their songs. And with the boys once fairly fathomed in the lovely harmonies of these songs, one needed to have little fear that the beauty of the music and the thrill of accomplishment would not hold them. The getting them there was the thing, and here, if ever, the end thoroughly justified the means.

Westminster won, but it was a neck and neck affair with Charles

Carroll, our newest three year high school. And Union Bridge actually won in more events, but her total score was kept down because she presented no orchestra. This year there is only one very small two year high school that has as yet no boys' and girls' glee club. All but two high schools have orchestras organized and are rehearsing weekly.

KINDERGARTEN—PRIMARY

Chairman—Winifred Weldin

Chairman—Huldah Brust

The Kindergarten-Primary Section of the Maryland State Teachers' Association met on Friday, November 30, at 2 o'clock, in the kindergarten room of the Montebello School. Miss Winifred Weldin presided.

A demonstration on the teaching of reading utilizing children's interests was given by Miss Daisy Cochran, of the Demonstration School at Montebello. An address by Miss Laura Zirbes, Investigator in Reading, Lincoln School of Teachers College, New York City on "The Improvement of Instruction in Reading" completed the program.

A short business session of the kindergarten section followed. Miss Esther Katz, Baltimore, was elected Chairman; Miss Isabel Lazarus, Baltimore, was elected Secretary for the coming year.

Respectfully submitted,

NELLIE SCHRUBER, Secretary.

MARYLAND VOCATIONAL EDUCATION ASSOCIATION

President—George M. Gaither

The second annual meeting of the Maryland Vocational Education Association, which is composed of the Agricultural, Commercial, Home Economics and Trade and Industrial teachers of the state, met as a unit of the Maryland State Teachers' Association on Friday, November 30, 1923, at the new Montebello School in Baltimore. The meeting was called to order promptly at 2 p. m., by Mr. George M. Gaither, the President of the Association. In the absence of the Secretary, the President designated Charles W. Sylvester, Director of Vocational Education in Baltimore, as the acting secretary for the meeting.

Mr. Gaither welcomed those in attendance, numbering approximately 150, and spoke briefly about the work of such an association and of the benefits to be derived therefrom. He referred to the splendid future for Vocational work in Maryland and emphasized the need for a constructive and progressive working organization.

The minutes of the preceding annual meeting were read by the Acting Secretary and adopted by the association without discussion.

or change. The next item of business was the election of officers for 1924. After a motion was made, seconded and approved, the nominations were made from the floor and the following officers were elected.

President—S. P. Caltrider, Frederick, Md.

Vice-President—George M. Gaither, Supervisor of Industrial Education, Baltimore.

Secretary-Treasurer—Emma S. Thompson, Garrett Heights Junior High School, Baltimore.

The President then introduced Mr. L. H. Dennis, State Director of Vocational Education, Harrisburg, Pennsylvania, who spoke on the "Organization and development of a State Program for Vocational Education." He brought to us many excellent ideas as a result of his experience in developing vocational education in Pennsylvania.

Mr. Dennis commended the association on its large attendance, stating that the excellent spirit of such groups would surely place vocational types of education in the front ranks of all education. In his talk he spoke not only of the need for the closest co-operation among all vocational education groups but urged us to keep close to all in the field of general education.

He pointed out that practical arts work in our schools had been demanded by the public, that it is a part of general education, and that the movement backed by public sentiment would grow.

He stated that we should all be missionaries in carrying the aim of our work to the public. A very fine explanation of a difference between practical arts and vocational education was made. Mr. Dennis emphasized the great importance of part-time industrial work and also brought vividly to our attention the value of evening school instruction. A charge for evening school tuition and credit toward High School graduation has been the means of drawing thousands to evening classes in Pennsylvania.

In closing Mr. Dennis urged the necessity of the association selling vocational education to the whole state, being sure of course, that every member of the association is first sold to the proposition. He was given a hearty applause by the audience.

Mr. J. D. Blackwell, State Director of Vocational Education in Maryland, outlined the aim of the Vocational Education Magazine and urged the members of the State Association to support the National Society for Vocational Education in putting this project across successfully. Mr. Blackwell spoke of the splendid showing made by the large attendance at the meeting.

The meeting was adjourned at 3:30 p. m. in order to allow the division groups to meet for their separate programs.

Respectfully submitted,

CHARLES W. SYLVESTER, Acting Secretary.

MARYLAND STATE HOME ECONOMICS ASSOCIATION

Chairman—Frances Zuill

Secretary—Marie Mount

The fall meeting of the Maryland State Home Economics Association was held Friday, November 30, in Baltimore, Maryland. The greater part of the morning session, which was held in the music room of the Western High School, was given over to business.

The Minutes of the spring meeting were read and approved.

The Treasurer's report which was read and approved, was as follows:

Balance on Hand, April 21, 1923.....	\$59.24
Receipts	88.00

\$147.24

Expenditures

Refund	\$ 2.50
Travelling Expenses.....	35.78
Affiliation Dues.....	10.00
Luncheon Expenses.....	17.00

65.28

Balance, November 30, 1923.....\$ 81.96

In connection with this report, ways and means of handling the finances of the Association were discussed, and the following motions were made and carried.

1. That a Finance Committee be appointed to handle all of the Association's finances.

Amended that the Association Treasurer be made a member of the Committee, and that the Committee be appointed by the Chair.

2. It was moved and passed that \$5.00 Home Economics dues to the State Vocational Association be paid from the treasury.

Miss Edna McNaughton who has been asked by the American Home Economics Association to take charge of raising Maryland's quota of Fifty Dollars for the salary of the Executive Secretary of the American Home Economics Association, asked to have the Association consider how the money could be raised. The Association voted to turn the matter over to the Finance Committee.

The Nominating Committee recommended the following slate for the annual election of officers:

President—Miss Frances Zuill.

Vice-President—Miss Adams.

Secretary—Miss Marie Mount.

Treasurer—Miss Hibberd, who withdrew, Miss Fulton's name being substituted.

Executive Committee—Member—Miss Venia Kellar.

It was moved and passed that the Secretary cast a ballot for the entire slate.

Miss Katurah Baldwin, Chairman of a Committee of Coordination between the various clubs and associations having Home Economics sections, or doing Home Economics work, made a report on the progress of its work, which was accepted.

Miss Venia Kellar, the Association's delegate to the American Home Economics Association's Annual Meeting, held in Chicago, August, 1923, made a report of the meeting, which was accepted.

The Secretary gave the following report of a Committee of five appointed at the May Meeting, to make a survey of the various Home Economics Courses of Study in use in the Maryland public schools.

Miss Katherine E. Braithwaite, Miss Ethel M. Dix, Miss Ruth Branner, Miss Adalyn Brown and Miss Bess Castle, formed the Committee, and each was given several Counties of which to make a report. Each member of the Committee was responsible for making a survey of Home Economics Courses of Study in the Counties assigned her. Only two of the Committee have been able to make a report.

Miss Edna McNaughton reported very fully on the Smith Hughes Course of Study now in use in Maryland.

It was found from the reports that did come in, that

1. An old State Course of Study has been in use in some schools since 1919—1920.
2. Some schools have a Course of Study of their own.
3. That the Smith Hughes schools have a Course of Study of their own.

A more thorough report of this committee's work will be given at the Spring Meeting.

The remainder of the morning was given over to Miss Emeline Whitcomb, Home Economics Specialist, Bureau of Education, Washington, D. C., who gave an interesting talk on "Present Day Tendencies in Home Economics Education."

The meeting adjourned at 12 noon for luncheon, which was held at the Hochschild Kohn Restaurant.

The afternoon meeting was held at the New Montebello School, for the purpose of seeing the very fine new equipment in the Home Economics laboratories. Mrs. Mary S. Rose, of Teachers' College, spoke on the relationship of Home Economics to Health Education. Miss Adelaide Baylor, of the Federal Department of Vocational Education, concluded the program with a talk on "Home Economics for Women out of School."

COMMERCIAL SECTION

Chairman—Bessie A. German

Secretary—Delia R. Alford

At the annual meeting of the Maryland State Teachers' Association, the teachers of commercial subjects met at 3 p. m., Friday, No-

vember 30, 1923, in Room 21, Montebello School. There were nineteen present and Miss Bessie German acted as chairman in the absence of President and Vice President. The following program was carried out:

"Employment Conditions"—Miss Elizabeth Fagundus, Employment Manager Hochschild Kohn & Co.

"Does the Commercial Department of the Public School meet the need of the business man?"—Mr. Charles W. Sylvester, Director of Vocational Education, Baltimore.

"Junior Business Training"—Miss Mildred C. Raitt, Junior High School No. 47.

"Retail Selling"—Miss Harriet Armstrong, Western High School.

"Advertising"—Mr. David Lampe, Advertising Agent The Hub, Baltimore.

At the conclusion of the program, officers were elected as follows:

President—Miss Bessie German, J. H. S. No. 47.

Vice President—Miss Hannah Scott, Catonsville.

Secretary-Treasurer—Miss Delia R. Alford, Western High School

The president requested that each member pay the treasurer ten cents dues to cover the amount to be forwarded to the Vocational Association.

A motion was made, seconded and carried that a committee be appointed by the chair to plan for meetings during the year. There being no further business, the meeting adjourned.

DELIA R. ALFORD, Secretary.

REPORT OF THE PHYSICAL EDUCATION SECTION OF THE PHYSICAL EDUCATION ASSOCIATION CONVENTION

NOVEMBER 30, 1923

A meeting of the Physical Education Section of the Physical Education Association Convention was held on Friday, November 30th, at 2 p. m., at the Montebello School. There was an attendance of 27.

Miss Olive Iler, Girls' Field Leader for School Activities, spoke on "Field Ball as a Game for High School Girls". She emphasized the social values developed through participation in this new game as well as the individual physical benefits derived. She reported that this game had been introduced in the public schools throughout the State of Maryland, and that approximately 70% of the high schools in the State of Maryland had played this game in organized school leagues this Fall.

Miss Mary O. Ebaugh, Principal of the Catonsville High School, who discussed "The Organization and Financing of High School Athletics," described the type of organization which has functioned successfully in her school, pointing out that two councils existed, one for boys and one for girls, which controlled interscholastic contests and the necessary financing. The Council is composed of representatives

from the Staff and the student body. The rules of eligibility require that candidates for representative teams must have a standing of "good" in every subject. Miss Ebaugh gave practical suggestions regarding the methods of raising funds to defray athletic expenses.

Doctor E. V. McCollum discussed "Nutrition in Relation to Teeth" at great length. In his illuminating discussion he stated that recent researches have led to the belief that the quality of the teeth of an individual is definitely affected by the character of diet during the prenatal period. He emphasized particularly the importance of sunshine in relation to general health, and recommended strongly a careful selection in the diet of growing children.

WM. BURDICK, Chairman.

MEMBERSHIP, 1923

The membership for 1923 is 2080, distributed as follows:

Allegany County.....	37
Anne Arundel County.....	3
Baltimore County.....	19
Baltimore City.....	1,005
Calvert County.....	1
Caroline County.....	6
Carroll County (100% membership).....	238
Cecil County.....	129
Charles County.....	1
Dorchester County.....	56
Frederick County.....	37
Garrett County.....	10
Harford County.....	30
Howard County.....	41
Kent County (100% membership).....	84
Montgomery County.....	23
Prince George's County.....	12
Queen Anne's County.....	52
St. Mary's County.....	1
Somerset County.....	28
Talbot County.....	79
Washington County.....	2
Wicomico County (100% membership).....	157
Worcester County.....	6
State Department of Education.....	10
General List.....	13
Total.....	2,080

DELEGATES—SECOND REPRESENTATIVE ASSEMBLY MARY-
LAND STATE TEACHERS' ASSOCIATION—1923

Allegany County

R. E. Staley
O. B. Broughton
C. L. Kopp
Mrs. Margaret S. Upham
Miss Isabel Screen
Gilbert C. Cooling
Miss Mary Walsh
J. J. Tipton

Howard County

George Clendaniel
J. Milton Rossing
Mrs. Ella J. Connor
Miss Helen Amoss
Miss Annie Johnson
Miss Katherine Warfield
Supt. Woodland C. Phillips

Montgomery County

Calvert County

Supt. Howard T. Ruhl
Mrs. Julius L. Dorsey
Mrs. W. W. Duke
Miss Carrie B. Smith

Mrs. Lucy Barnsley
Mrs. Anna McKay
Mrs. Ethel G. Van Hoesen
Harvey Beall

Cecil County

Guy Johnson
Willard H. Collins
Miss Katherine M. Bratton
Miss Sara S. Price
Miss Ruth C. Biddle
Supt. Hugh W. Caldwell

Prince George's County

W. R. C. Connick
Roger I. Manning
Miss Maud Gibbons
Miss Lillian Dusenbury

St. Mary's County

Supt. George W. Joy

Charles County

Miss Lucille Mudd
Miss Eunice E. Burdette

Talbot County

Thomas Taylor
Miss Erma Stewart
Samuel Bayle

Frederick County

George Etzler
Miss Margaret E. Duvall
W. K. Klingaman
Charles H. Remsburg
Supt. G. Lloyd Palmer

Wicomico County

C. H. Cordrey
Miss Helen E. Porter
Miss May C. Hill
Mrs. Ruth A. White
T. A. Hall
Supt. James M. Bennett

Harford County

Miss Hattie M. Bagley
Mrs. Frances Decker
Walter H. Davis
Supt. C. Milton Wright

Johns Hopkins University

Dr. Edward F. Buchner

Kent County

Mrs. Ella Robinson
 W. A. P. Strang
 W. T. Ritter
 Mark Creasy
 Supt. Louis C. Robinson

Anne Arundel County

Supt. George Fox

Baltimore County

Joseph Blair
 Miss Mary McGuigan

Caroline County

Supt. E. M. Noble

Carroll County

Miss Laura Wagner
 Miss Amanda Dorsey
 Miss Meryle C. Reck
 C. M. LeFevre
 Emory C. Ebaugh
 Miss Gladys Dickerson
 Miss Esther Brown
 Miss Alma McCaffrey
 Miss Ruth De Varr
 Miss Margaret Lockard
 E. A. Wolfe

Dorchester County

Miss Mary Kelley

Garrett County

Dr. Frank Astor
 Miss Cecilia Hart
 Supt. F. E. Rathbun

Baltimore City

Dr. Henry S. West
 Miss Helen Bealmeer
 Miss Helen Shrimp
 Milton L. Regus
 Miss Minnie Dougherty
 Miss Mary E. Holmes
 Dr. Norman W. Cameron
 C. W. Sylvester
 J. H. Shamberger
 A. T. Terrell

Queen Anne's County

Miss Emily Straughn
 Miss Maude Hardesty
 Supt. Thomas G. Bennett

Somerset County**Washington County**

J. Frank McBee
 Miss Mary C. Albert
 Russell Hicks
 Miss Lula Perry
 Kieffer Funk
 Supt. B. J. Grimes

Worcester County

Miss Zella M. Crockett
 Miss Maude Brittingham
 K. W. Eutsler

Maryland State Normal School

E. Curt Walthen

February 19, 1924

Mr. Hugh W. Caldwell, Editor
Proceedings Maryland State Teachers' Association
Elkton, Maryland
My dear Mr. Caldwell:

I am sending you a copy of the Education Bill which was introduced in both Houses of Congress on December 17, 1923, thinking that you might find it very much worth while to publish the entire text of the Bill in your State Journal. This suggestion was made to me by one of the editors and it seemed a good one.

I am also sending you an analysis of the Bill which might very well be published in conjunction with it.

There will be mailed to you tomorrow an informal letter giving an account of the hearings which we have recently held before two Committees of Congress. We are now preparing for the House hearing on February 20th.

I hope to see you in Chicago.

Sincerely yours,
CHARL WILLIAMS,
Field Secretary Legislative Division.

ANALYSIS OF THE EDUCATIONAL BILL

The Sterling-Reed Bill

By Sections

1. Creates a Department of Education, with a Secretary in the President's Cabinet, at a salary of \$12,000.
2. Authorizes an assistant at a salary to be determined by Congress, and clerks and bureau chiefs as voted.
3. Transfers to the Department the Bureau of Education, with equipment, personnel, etc. Leaves Congress to determine on transfer of other educational activities, now in other departments or existing as separate boards.
4. Defines powers and duties of Secretary.
5. Directs Department to conduct research in special fields mentioned and wherever else required, in judgment of Secretary.
6. Authorizes appropriation up to \$500,000 for administration.
7. Authorizes appropriation up to \$7,500,000 for removal of illiteracy, to be distributed to states on basis of number of native born illiterates, and administered by state in same manner as other state funds.
8. Authorizes appropriation up to \$7,500,000 for Americanization, to be distributed to states on basis of number of foreign-born residents. To be used to teach immigrants to speak and read English and to understand and appreciate the Government of the United States and the duties of citizenship. Administered entirely by states, according to their own laws.

9. Authorizes appropriation up to \$50,000,000 to level up opportunities in public elementary and secondary schools, especially rural schools. Distributed, one-half in proportion to children, one-half in proportion to teachers. Administered entirely by states. In order to qualify, a state must: (a) provide schools for at least 24 weeks in the year; (b) require attendance at some school, public or private, for at least 24 weeks in the year, of all those between 7 and 14 years of age; and (c) require that all common branches be taught in English, in all schools, public and private.

10. Authorizes appropriation, up to \$20,000,000 for physical education, and instruction in the principles of health and sanitation. Apportioned on basis of population and administered entirely by states.

11. Authorizes appropriation up to \$15,000,000 for training teachers, both prospective and in service. Apportioned on basis of number of teachers employed. Administered entirely by states.

12. To qualify for apportionments, state must:

- (a) Accept this Act by legislative enactment
- (b) Provide for distribution and administration of funds
- (c) Designate chief educational authority
- (d) Charge state treasurer with responsibility for funds.

A state may accept any one or more provisions of Sections 7, 8, 9, 10 and 11, provided state or local authorities appropriate at least as much as the federal allotment. In accepting 9, 10 and 11, they must not, for any fiscal year, appropriate less than they did the year preceding acceptance of the Act.

No money appropriated by this Act shall be used for the purchase, rental, erection, or repair of buildings or equipment, or for land or debts.

13. Allotment will be made each year, on certificate of the governor and educational officer of a state, that the statutes have been complied with. All educational facilities encouraged under this Act shall be controlled exclusively by the state and local educational authorities, and the Secretary of Education shall exercise no authority in relation thereto.

14. Secretary authorized to prescribe plans for keeping accounts. If report shows failure, in his judgment, to comply with the law, he notifies state educational officer and governor. If failure continues uncorrected, he so reports to Congress in his next annual report.

15. Authorizes Secretary of Treasury to make quarterly payments.

16. Requires annual report from state, failing which, payments may be discontinued.

17. Creates National Advisory Council.

18. Requires Secretary of Education to make annual report to Congress.

EDITORIAL BY DR. WINSHIP

THE PUBLIC SCHOOL ISSUE—The Sterling-Reed Education Bill in the present Congress is likely to be the test of loyalty or disloyalty to the public schools of the United States.

What the attempt to land tea at the Boston docks was to England, what the Dred Scott decision was to slavery, what the sinking of the Maine was to Spain, what the sinking of the Lusitania was to Germany, the defeat of the Education Bill is liable to be to all anti-public school interests.

It is not a question whether we are satisfied with this bill; it is as plain as day that "Remember the Education Bill" is liable to mean as much in American politics as was "Remember the Maine."

We speak all the more freely because we have had no part in framing the bill. Personally, we shall have no humiliation in its defeat. We are not speaking for ourselves in any wise.

Everything said or written by educational aristocrats, so called, makes a vote on the bill a test of one's place in the battle line for or against educational democracy, solidifies nine-tenths of the American people for the bill.

Every objection to the financial feature of the bill is believed to represent the big tax-payers and the so-called big interests, who appear to make the dollar of more importance than the child.

So every phase of opposition to the Education Bill is liable to be popularly interpreted as opposition to the greatest efficiency of the public schools.

What Little Round Top was to the fate of Southern armies, the Sterling-Reed Education Bill is liable to be to all opponents of the public schools. That stone wall in the graveyard at Gettysburg was not such a fortification as the Union generals would have selected. It was not high enough; it had too many open spaces. An expert builder of breastworks for a battle could have found no end of weak spots in it, and the Southern general made his charge across that field and up that hill on his interpretation of the weak features of that stone wall, but it was in the right place at the right time for the Union army to use whatever there was of it.

So we suspect that the Education Bill, which may not be high enough, which may have too many weak places, is high enough and strong enough for the public schools to withstand all attacks.

We would rather be behind that Education Bill breastwork in defence of the American public school than charging across the field and up the hill depending upon the imperfections of the bill that is likely to become the defence of the public school.

CONSTITUTION

ARTICLE I.

Section 1. This organization shall be designated and known as The Maryland State Teachers' Association.

ARTICLE II.

Membership.

Section 1. All persons actively engaged in educational work in this State shall become active members by becoming a member of a local organization and paying the annual dues of the local association, one dollar of which shall constitute the annual membership dues to the State Teachers' Association, provided he or she signifies assent to this Constitution, and may continue membership from year to year by the payment of the aforesaid annual dues.

Section 2. All friends of education in the State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

Section 3. Other distinguished educators and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

ARTICLE III.

Officers.

Section 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer and an Executive Committee consisting of the President as Chairman, the First Vice-President, ex-officio, and three other members elected by the accredited delegates elected to the State Teachers' Association by the several local associations as provided for in Article IV, Sections 3 to 7, inclusive, provided that on the adoption of this Constitution one member shall be elected for the year, one for two years, and one for three years. Thereafter, as vacancies occur, the members of said committee shall be elected for the term of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

Section 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof, appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with the advice and assistance of the Executive Committee, a program for the annual meetings and arrange for section meetings; sign proper order drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and per-

form all other necessary duties incident to the office of President.

Section 3. The Secretary shall keep a record of the membership of the Association, and of the proceedings of the Association, and of the Executive Committee. He shall provide for the printing and the distribution of the complete program, secure special transportation terms for the annual meeting, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the State Superintendent of Education within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of all orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

He shall receive and examine the credentials of all delegates and refer all disputed or irregular cases to the Committee on Credentials. He shall make a report of attendance of all delegates directly after the meeting of the State Teachers' Association to the Secretaries of the local associations.

Section 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present at each annual meeting a written report of the finances, with vouchers, for all expenditures and other documents pertaining to his office, and immediately upon the expiration of his term of office shall turn over to his successor all funds, books and other papers belonging to the Association.

Section 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report from each Standing Committee annually, same to be presented to the President on or before the first day of the annual meeting. It shall make an annual report to the Association.

ARTICLE IV.

Committees and Departments.

Section 1. The President on the second day of each annual sess-

ion shall appoint and announce the membership of the following Standing Committees and designate the Chairman of each:

- A committee of five on Legislation.
- A committee of three on Educational Progress.
- A committee of three on Auditing Accounts.
- A committee of three on Resolutions.

Section 2. Upon the written request of five or more members of the Association that a Special Committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such Special Committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

Section 3. There shall be organized in each county upon the adoption of this Constitution the following departments, each of which shall be entitled to elect one delegate to the Maryland State Teachers' Association for every one hundred teachers represented in said department or fraction thereof:

1. Department of Primary and Elementary Education (teachers graded school of more than 3 rooms).
2. Department of Rural Education (teachers in 1 and 2 room schools).
3. Department of Secondary Education (teachers in all departments of the high school).
4. Department of Principals (principals of 3 or more rooms)

Section 3a. There shall be organized in the City of Baltimore upon the adoption of this Constitution the following departments, each of which shall be entitled to elect one delegate to the Maryland State Teachers' Association for every one hundred teachers represented in said department or fraction thereof:

1. Department of Kindergarten Education.
2. Department of Elementary Education.
3. Department of Female Secondary Education.
4. Department of Male Secondary Education.
5. Department of Teacher Training School.
6. Department of Principals.
7. Department of Junior High Schools.

Section 4. Each County and the City of Baltimore shall be entitled to elect one delegate at large for every two hundred teachers, or fraction thereof.

Section 5. The expenses of the delegates elected by these respective departments to represent them shall be met as follows:

- (a) One-half to be met by the local association as a whole.
- (b) One-half to be met by the delegate himself.

Section 6. The superintendent of Schools, or any member of his executive force when he may designate, and the President of the local association shall be ex-officio members of the delegation from their County, or the City of Baltimore.

Section 7. Each additional department not mentioned in Article IV, Section 3, authorized by the Association before the meeting in 1920, or that may be authorized in the future, shall be entitled to one delegate from each County and the City of Baltimore, but the expenses of such delegate shall be met exclusively by the department electing such delegate and the delegate himself. They are: (1) Department of Music, (2) Department of Classical Languages, (3) Department of Vocational Education, including divisions of (a) Home Economics Education, (b) Agricultural Education, (c) Commercial Education, and (d) Industrial Education; (4) History Teachers' Association of Maryland.

Section 8. Each college or University in the State, and each Normal School shall be entitled to one delegate.

Section 9. Each delegate shall report his presence daily to the Secretary of the Association, and a report of this attendance shall be made to the Secretary of the local association.

Section 10. The Secretary of the local association shall not be warranted to honor the expense account unless it shall be shown in the report of the State Secretary that said delegate was in regular attendance upon the meetings of the Association.

Section 11. The Association may on resolution provide at any time such other departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

Section 12. The Secretary of the local association shall provide such delegate duly elected with a certificate to the Secretary of the State Teachers' Association showing therein his authority as an accredited delegate.

ARTICLE V.

Representative Assembly.

Section 1. At each annual meeting of the Association there shall be a Representative Assembly, which shall consist of the delegates of the local associations properly elected and accredited as herein mentioned, along with the State Superintendent and the Superintendents of each County and of the City of Baltimore, or their properly accredited representatives, and the presidents of all local associations,

and affiliated associations, that are now authorized, or may be so authorized by the general association. In case any delegate is not present at the meeting the alternate chosen in his or her place shall exercise all rights and privileges of the said absent delegates. In the absence of both a delegate and his alternate the president of the local association, and in his absence the superintendent, shall appoint a member of his local association as a sub-alternate who shall exercise all the rights and privileges of said absent delegate and alternate.

Section 2. Immediately after calling the Maryland State Teachers' Association to order the president shall appoint a committee on credentials, consisting of a vice-president of the association and four local presidents, which shall decide the rights of delegates to sit in the representative assembly and report the results of its decision to the Secretary of the Association.

Section 3. At the business session of the annual meeting of the Association sufficient seats for the accredited members of this representative assembly shall be reserved.

Section 4. Only members of this representative assembly shall be allowed to vote on the election of officers upon appropriations, upon adopting reports of committees, upon amendments to the Constitution, or by-laws, or upon any other question that the president may consider important. However, all members of the Maryland State Teachers' Association present shall have the privilege of debate upon any question.

ARTICLE VI.

Meetings.

Section 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by the vote of the Association, and other meetings at a call of a majority of the officers of the Association.

ARTICLE VII.

Election of Officers.

Section 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner:

The President shall appoint two tellers to collect and count the ballots. Nominations may be made, and the vote shall then be taken.

The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a viva-voce vote, record its ballot for any candidate.

Section 2. The President shall be chosen alternately from the teachers, and from the Superintendents and Commissioners, and upon the expiration of his term shall become the First Vice-President of this Association and ex-officio a member of the Executive Committee as provided by Article III, Section 1, of this Constitution.

Section 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VIII.

By-Laws.

Section 1. By-Laws not inconsistent with the Constitution may be adopted by a two-thirds vote of the members present at annual meetings, and any By-Law may be suspended by a two-thirds vote of the members present.

ARTICLE IX.

Amendments.

Section 1. This Constitution may be altered or amended with the consent of two-thirds of the accredited delegates sitting in regular session, provided there is a quorum present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS

ARTICLE I.

Annual Dues.

The annual dues of this Association shall be one dollar.

ARTICLE II.

President's Address.

The President shall deliver an address on the first day of the annual meeting.

ARTICLE III.

Adjournment.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned, sine die.

COMMITTEE—

SUPT. M. S. H. UNGER, Chairman
MISS M. ELLEN LOGAN
DR. DAVID E. WEGLEIN
SUPT. HUGH W. CALDWELL
SUPERVISOR MARY B. PUSEY
DR. HENRY S. WEST
SUPT. G. LLOYD PALMER

Approved by the Committee February 2nd, 1921.

Adopted by the Maryland State Teachers' Association
November 26th, 1921.

Amendments.

1. Article IV, Section 1 in 1922.
2. Article V, Section 1 in 1923.

SESSIONS OF THE MARYLAND STATE TEACHERS'
ASSOCIATION

- 1.—1866. Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.
- 2.—1867.—St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson
- 3.—1868. Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 4.—1869. Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary William Wardenburg.
- 5.—1870. Hall, House of Delegates, Annapolis. President, J. C. Welling; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 6.—1871. Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 7.—1872. Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 8.—1873. Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 9.—1874. Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 10.—1875. Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 11.—1876. City College, Baltimore. (One day during N. E. A.). President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 12.—1877. Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 13.—1878. City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 14.—1879. Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

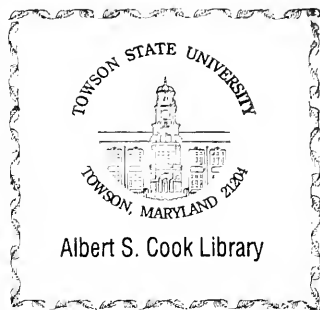
- 15.—1880. Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 16.—1881. Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 17.—1882. Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 18.—1883. Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 19.—1884. Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 20.—1885. Deer Perk. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 21.—1886. Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.
- 22.—1887. Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.
- 23.—1888. Mountain Lake Park. (With West Virginia Association.) Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; number of members, 162.
- 24.—1889. Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.
- 25.—1890. Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.
- 26.—1891. Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.
- 27.—1892. Blue Mountain House. President, James A. Dittenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.
- 1893. No meeting of the M. S. T. A. Executive Committee, after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.
- 28.—1894. Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.
- 29.—1895. Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.

- 30.—1896. Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.
- 31.—1897. Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
- 1898. No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of \$15.00 for membership fees and \$11.40 for badges.
- 32.—1899. Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.
- 33.—1900. Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.
- 34.—1901. Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.
- 35.—1902. Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.
- 36.—1903. Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.
- 37.—1904. Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.
- 38.—1905. Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.
- 39.—1906. Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.
- 40.—1907. Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.
- 41.—1908. Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.
- 42.—1909. Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.

- 43.—1910. Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.
- 44.—1911. Braddock Heights. President, Howard C. Hill; Treasurer R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.
- 45.—1912. Braddock Heights. President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.
- 46.—1913. Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.
- 47.—1914. Ocean City. President, Woodland C. Phillips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.
- 48.—1915. Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.
- 49.—1916. Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 1,089.
- 50.—1917. Baltimore. President, Sydney S. Handy; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 3,418.
- 51.—1918. Baltimore. President, Nicholas Orem; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 825.
- 52.—1919. Baltimore. President, David E. Weglein; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 2,580.
- 53.—1920. Ocean City. President, G. Lloyd Palmer; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 515.
- 54.—1921. Baltimore. Acting-President, G. Lloyd Palmer;** Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,415.
- 55.—1922. Baltimore. President, Dr. Norman W. Cameron; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,111.
- 56.—1923. Baltimore. President, E. F. Webb; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2080.

* Succeeded Mr. George Biddle, deceased.

** Succeeded Dr. A. H. Krug, resigned.



Albert S. Cook Library



